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ABSTRACT

This study was conducted to examine the feasibility of adopting the year-round school program. The presentation includes a review of the literature, a discussion of suggested school calendars and the appropriate transfer procedures, an examination of the effects of the plan on curriculum and facilities, a summary of financial components, a description of the public relations program, and explanations of the community and professional surveys made. The appendix provides copies of news releases, questionnaires, and public relations materials. (MLF)

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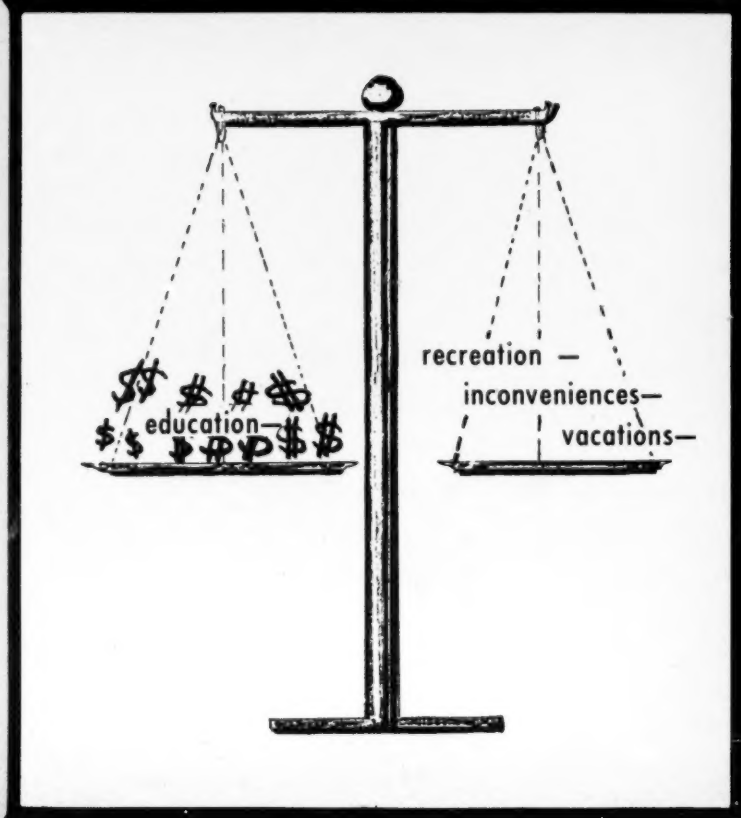

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ACKNOWLEDGMENTS

We wish to acknowledge with gratitude the students, parents, citizens and staff of the Northville Public Schools for their assistance and cooperation during the past fifteen months while this phase of the School District's Year-Round School Study has been conducted.

In addition we wish to acknowledge the Business and Industrial firms who were so kind as to make a small contribution to this Research Project.

A special thanks is extended to the Community Year-Round School Study Committee, the Northville Board of Education, and the Michigan Department of Education for their patience and guidance while we completed phase II of this Year-Round School Study which was made possible through a State Grant, the moral support of the Board, and the initial efforts of the Community Study Committee.

FOREWORD

This report is written in compliance with requirements established by the Michigan Department of Education upon the awarding of a $19,565.00 Grant to the Northville Public Schools, Northville, Michigan in March 1969; said requirement being that of submission of 200 copies of an acceptable final report to the State of Michigan, Department of Education.

This report has been written and is submitted through the combined efforts of the Northville Public Schools Superintendent, Raymond E. Spear; Curriculum Coordinator, Florence Panattoni; Business Manager, Earl T. Busard and Administrative Intern, Robert C. Benson, Jr.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
FOREWORD	iii
TABLE OF CONTENTS	v
LIST OF TABLES	vii
CHAPTER 1 – INTRODUCTION	1
Proposal for Extended Year Study	3
Community Commitment	7
Study Grant Charges	7
Conducting the Study	7
CHAPTER 2 – REVIEW OF LITERATURE	9
Summary and Conclusions	12
CHAPTER 3 – CALENDAR AND TRANSFER	13
Calendar	13
Student Transfer	14
Summary and Conclusions	16
CHAPTER 4 – CURRICULUM AND YEAR-ROUND SCHOOL	17
Extended Use of Facilities	
Quadrimester	17
Trimester	17
Continuous Progress	17
Multi-Trails	17
Twelve-Four Plan	17
Pre-Extended Year Action – Secondary Instruction	18
Advantages of Four-Quarter Plan	18
Decision for Change	19
Vocational Education Programs	28
Implementation	28
Effect on Elementary Program	29
Implementation	30
Second Thoughts	31
Effect on Staff Utilization	31
Effect on Students and Community	32
Effect on Extra-Curricular Program	33
Summary and Conclusions	34
CHAPTER 5 – FINANCING A YEAR-ROUND SCHOOL PROGRAM	37
Summary	43
CHAPTER 6 – PUBLIC RELATIONS PROGRAM	45
Publications	45
News Releases	45
Public Meetings	46
Summary and Conclusions	52
CHAPTER 7 – SURVEYS	53
Community Survey	53
Community Survey – Conclusions	78
Teaching Staff Survey	79
Student Survey	84
Industrial Survey	87
Advisory Vote	91
Summary and Conclusions	92
CHAPTER 8 – RATIONALE FOR CONVERSION	95
CHAPTER 9 – YEAR-ROUND SCHOOL FEASIBILITY – SUMMARY AND CONCLUSIONS	99
BIBLIOGRAPHY	103
TABLE OF APPENDIX	105
APPENDIX	107

LIST OF TABLES

		Page
Table I	Year-Round School Calendars	13
Table II	12-4 Plan	14
Table III	Variations of Quadrimester Plan	14
Table IV	Extended School Year Project Class Enrollment	20
Table V	Extended School Year Master Schedule – 1970 – 1971	23
Table VI	Hypothetical Language Arts Curriculum	26
Table VII	Hypothetical Social Studies Curriculum	27
Table VIII	Four Quarter Plan of Extended School Year	29
Table IX	Projected Enrollment for 1970-1973 School Year	30
Table X	Bond Cost Projections	38
Table XI	Seven Year Pupil Cost Analysis and Projection	39
Table XII	Projected Capital Investment Required 1969-70 Through 1973-74 for Operation of Traditional School Concept	40
Table XIII	Projected Capital Investment Required 1969-70 Through 1973-74 for Operation of Quadrimester Concept	41
Table XIV	Comparison of Total Costs Per Year for Operation of a Traditional Structure as Compared with a Quadrimester Structure	42
Table XV	Fourteen Most Significant Survey Questions Ranking of Response by Community Area	56
Table XVI	Familiarity With Building Program	57
Table XVII	School Daily Schedule	58
Table XVIII	Better Use of School Facilities Through Year-Round Use	58
Table XIX	Family Schedule for Classes and Vacations at the Same Time	59
Table XX	Vacation Preference	59
Table XXI	Neighborhood Scheduling of Children	60
Table XXII	Parental Anticipated Employer Support of Varying Vacation Schedules	60
Table XXIII	How Well Informed are You Regarding Year-Round School?	61
Table XXIV	Source of Public Knowledge of Year-Round School	61
Table XXV	Community Interest for More Information on Year-Round School	62
Table XXVI	Support for Year-Round School if Children in Same Family are on Different Quarter Scheduling	62
Table XXVII	Acceptance of Inconvenience of Year-Round School for Improved Educational Program	62
Table XXVIII	Acceptance of Inconvenience of Year-Round School for Financial Saving	63
Table XXIX	Support for Transition to Year-Round School in 1971	63
Table XXX	Length of Residency in School District	64
Table XXXI	Expected Northville Residency of Existing Citizens Three Years from Present	64
Table XXXII	Registered Voters	65
Table XXXIII	Home Ownership	65
Table XXXIV	Survey Respondents	66
Table XXXV	Suggestion for General School Improvements	66
Table XXXVI	Responses of Senior Citizens	67
Table XXXVII	People's Responses Other Than Senior Citizens and Those who Participated in the Formal Survey	68
Table XXXVIII	Mothers' Responses to Year-Round School Survey January 1970	68
Table XXXIX	Mothers' Responses With Children in Elementary School Only	69
Table XL	Mothers' Responses With Children in Elementary and High School, Elementary and Junior High (Sixth-Eighth), or Elementary, Junior High and High School	69

LIST OF TABLES

		Page
Table XLI	Mothers' Responses with Children in Upper Grades Only (Sixth-Twelfth)	69
Table XLII	Parent Preference for Vacation Schedule – 1 Child in the Family	70
Table XLIII	Parent Preference for Vacation Schedule – 2 Children Families	70
Table XLIV	Parent Preference for Vacation Schedule – 3 Children Families	70
Table XLV	Parent Preference for Vacation Schedule – 4 Children Families	70
Table XLVI	Parent Preference for Vacation Schedule – 5 Children Families	70
Table XLVII	Parent Preference for Vacation Schedule – 6 Children Families	70
Table XLVIII	Parent Preference for Vacation Schedule – 7 Children Families	70
Table XLIX	Parent Preference for Vacation Schedule – 8 Children Families	70
Table L	Total Number of Children on Vacation if Scheduled According to Initial Survey Request	70
Table LI	Question 5 Compared to Question 10	71
Table LII	Question 5 Compared to Question 14	71
Table LIII	Question 5 Compared to Question 15	71
Table LIV	Question 5 Compared to Question 16	71
Table LV	Question 6 Compared to Question 7	71
Table LVI	Question 6 Compared to Question 8	71
Table LVII	Question 6 Compared to Question 13	72
Table LVIII	Question 6 Compared to Question 14	72
Table LIX	Question 6 Compared to Question 15	72
Table LX	Question 7 Compared to Question 8	72
Table LXI	Question 7 Compared to Question 9	72
Table LXII	Question 7 Compared to Question 14	73
Table LXIII	Question 7 Compared to Question 15	73
Table LXIV	Question 8 Compared to Question 14	73
Table LXV	Question 8 Compared to Question 15	73
Table LXVI	Question 10 Compared to Question 12	73
Table LXVII	Question 10 Compared to Question 14	73
Table LXVIII	Question 10 Compared to Question 15	73
Table LXIX	Question 10 Compared to Question 16	74
Table LXX	Question 14 Compared to Question 15	74
Table LXXI	Question 18 Compared to Question 16	74
Table LXXII	Comparisons of Persons Responding Yes to Question 14 and Question 15	74
Table LXXIII	People Supporting Year-Round Use of School Buildings	75
Table LXXIV	Responses From People Who Answered Question 16 Yes	75
Table LXXV	Responses From People Who Answered Question 16 No	76
Table LXXVI	Responses From People Who Answered Question 16 Undecided	77
Table LXXVII	Teacher Response to Question 10, 11, 12, 14 and 18 by Level of Assignment	83
Table LXXVIII	Elementary Staff Response	83
Table LXXIX	High School Staff Response	83
Table LXXX	Junior High Student Response	86
Table LXXXI	High School Student Response	86
Table LXXXII	Industry Response to Questionnaire	90
Table LXXXIII	Year-Round School Advisory Vote	91

CHAPTER 1

INTRODUCTION

During the past two and one-half years the Northville Public Schools has been deeply involved in the study of the Year-Round School Concept for school operation.

The District study began in the late fall of 1967 when the Board of Education appointed Raymond E. Spear as its new Superintendent and required of him to establish goals and objectives for the Board to set sight on.

An overview evaluation of the School District was made and in analyzing its findings, it became apparent that Northville would no longer remain a quiet, slow-growing community, but rather was on the threshold of immediate and rapid development and expansion.

Such an observation was received with the primary concern of, how can we meet the educational needs of our community in light of such vast expansion as was anticipated?

The answer was forthcoming in the Board's adoption of a resolution on December 11, 1967 which was stated as follows:

WHEREAS: The Northville Board of Education wishes to provide the best possible educational program for the children of Northville; and,

WHEREAS: The Northville Board of Education wishes to provide a program which is most effective, efficient and economical; and,

WHEREAS: The Northville Public Schools School District is sitting on the fringe of a potential large expansion program; and,

WHEREAS: The Northville Board of Education wishes to be prepared to meet the District's present and future needs; and,

WHEREAS: The "Year-Round School" approach to the organization of a school district may provide a sound approach to meeting district needs; and,

NOW THEREFORE BE IT RESOLVED: That the Northville Board of Education, in cooperation with the Administration and the Teaching Staff and Citizens of this Community, undertake a thorough study of the feasibility of adopting the Year-Round School Program;

FURTHER: That this study encompass a thorough evaluation of all available information and research on the Year-Round School, the areas of the present Instructional Program which would be affected by a change to the Year-Round School approach, the development of the necessary steps to be taken in a transition to this program, and a thorough cost analysis of the operation of a Year-Round School versus that of our program, both present and future.

Adoption of this Resolution was followed by the establishment of a Community Study Committee composed of citizens, teachers, administrators and Board members and set out to answer the following nine questions:

1. What does research say about the Year-Round School?
2. How many Year-Round School Concepts are there and what are they?
3. Where are there programs operating under the Year-Round School Program? What can they tell us?
4. Where are there some schools who operated under such a program but have discontinued it? Why and what do they say about it?
5. Which Year-Round School Concept would be best for the Northville Public Schools? Why?
6. How much would it cost to operate under a Year-Round School Program? As compared to the Traditional Program?
   a. Pupil Enrollment and Staff Needs
   b. Facility Needs
7. What aspects of our present program would require changing? Can thay realistically be changed and how?
8. What procedure should be followed, including timetable, if we moved to the Year-Round School?
9. What is the community's attitude toward the Year-Round School?

Answers to the foregoing questions were sought by four major subcommittees who worked under the direction of a Steering Committee and functioned for one year. The subcommittees were established in the following manner for the cited purposes:

A. Steering Committee
   1. To interpret Board charges.
   2. Establish subcommittees.
   3. Coordinate subcommittees.
   4. Evaluate subcommittee reports and make recommendations to the Board of Education.
   5. Committee to consist of:
      a. President of Board of Education
      b. Superintendent of Schools
      c. Principal
      d. Teacher
      e. Chairman of each Subcommittee

B. Research Subcommittee
   1. Collect and evaluate all available data and research.
   2. Communicate with districts who are utilizing or have utilized the Year-Round School program.
   3. Provide data/research needed by other subcommittees.
   4. Committee to consist of:
      a. Two Principals
      b. Five Teachers
      c. Five Citizens

C. Concept and Implementation Subcommittee
   1. Evaluate the various concepts of the Year-Round School and recommend the most desirable concept for Northville.
   2. Develop suggested procedure for transition to Year-Round Program.
   3. Evaluate areas of the present curriculum which would be affected by a change to the Year-Round School.

4. Recommend necessary action and/or direction resulting from the evaluation of the effect of the Year-Round School on our present program.
   a. Two Board Members
   b. Two Principals
   c. Five Teachers
   d. Six Citizens

D. Pupils, Facilities, Staff and Finances Subcommittee
1. Study District needs covering all areas under this committee as they relate to the operation of our present program.
2. Study District needs covering all areas under this committee as they relate to the operation of the Year-Round School
3. Submit recommendations regarding facility, staff and financial needs of the District for a 10-year period as needed for our present program and for a Year-Round School Program.
4. Committee to consist of:
   a. Two Board Members
   b. Two Principals
   c. Business Manager
   d. Five Teachers
   e. Five Citizens

E. Survey and Publicity Subcommittee
1. Conduct, tabulate and interpret a community attitude survey.
2. Work with all subcommittees in developing recommendations for a publicity program during the term of this study.
3. Carry through a publicity program.
4. Committee to consist of:
   a. Two Board Members
   b. One Principal
   c. Three Teachers
   d. Ten Citizens

The President of the Board of Education and the Superintendent of Schools should be considered as ex-officio members of all subcommittees.

All materials and information gathered by the Community Study Committee were submitted in the form of subcommittee reports to the Steering Committee, and were formally accepted by the Steering Committee at its last meeting which was held on January 22, 1969.

It was at this meeting that the Steering Committee agreed to discontinue further study until such time as the School District felt need of further service. This decision was made in anticipation of favorable response from the Michigan Department of Education in consideration of the District's proposal for a State Funded Year-Round School Feasibility Study Grant, which was filed for in January of 1969.

The "Proposal for Grant for Feasibility Study of Year-Round Program" was submitted to the State of Michigan, Department of Education on January 7, 1969 and constituted a preliminary report of the Community Study Committee's findings regarding the Year-Round School Concept.

In addition, the Proposal established desired goals and objectives which the District wished to meet were they to become a grant recipient.

On March 27, 1969 a letter was received from Dr. Ira Polley, then Superintendent of Public Instruction, which read:

"Dear Mr. Spear:

This is to notify you that your proposal to conduct a feasibility study for extending the length of the school day in your district has been approved for funding in the amount of $19,565. We wish to commend your district for its interest in what has become a very critical issue facing the schools in our State.

There are some important elements in your proposed budget and other parts of your proposal which we would like to review with you or your representative. In the near future, Dr. Ralph E. Kellogg, Director of the Curriculum Division of the Bureau of Education Services, will be inviting you to a conference for such a purpose.

Sincerely yours,
Ira Polley"

Thus began Phase II of the Northville Public Schools Study of Year-Round School Feasibility.

The following pages represent time and effort extended by many people and have been made possible by the grant which this report represents.

STUDY PROPOSALS

The 1968 Legislative Session of the Michigan State Legislature brought forth the ultimate existence of the study due to their line item appropriation of $100,000.00 to the Michigan Department of Education.

This appropriation was established with the understanding that grants would be made to "School districts for feasibility studies to be conducted by districts for extending the regular school year beyond the required amount of time." The Legislature further directed that no one district's grant is to exceed $20,000.00, nor shall a grant be made for summer school programs. Grants shall be made in accordance with rules as established by the State Board of Education.

In November of 1968, a public hearing was held on proposed rules as authorized by the Board. The Board adopted these rules with slight modification in December of the same year.

Following the adoption of these guidelines by the State Board of Education, local school districts were advised as follows:

"...The apparent Legislative intent for appropriating $100,000.00 for conduct of feasibility studies for the extension of the regular school year was to determine ways to promote educational and economic efficiency. Since the total appropriation is relatively small, the total number of study grants will be limited necessarily. For this reason, each district receiving a grant will, in all probability, be a typical example of a large number of similar districts. At the same time, the composite of grants approved is expected to include a variety of designs for extending the school year even though a single grant may focus primarily on one design..."

A total of 47 school districts submitted applications for a grant. Six grants involving eight districts were awarded as follows:

Ann Arbor	$18,500.00
Freeland	$ 5,635.00

Northville $19.565.00
Okemos, Haslett and East Lansing . . . $17,600.00
Port Huron $19,200.00
Utica $19,500.00

These school districts were selected because they most adequately met the criteria set forth in Rule 4 of the rules which were adopted by the State Board of Education.

"Rule 4. An application shall be in writing and shall include the following information:

(a) Description of the local school district, the community and the students that would be served by the extended school year.

(b) Description of need, purpose, assumption, organization, study procedures, time schedule, anticipated outcome, and personnel with the responsibility for conduct of a feasibility study.

(c) Budget needs indicating the allocation of funds necessary for a feasibility study.

(d) Description of a plan to disseminate the feasibility study findings to other Michigan school districts and to the Department of Education.

(e) Evidence of local commitment to a feasibility study."

The Northville Public Schools received the largest of the six grants and for the past fifteen months has been utilizing grant funds to conduct Phase II of its Year-Round School Feasibility study.

NORTHVILLE'S YEAR-ROUND SCHOOL STUDY PROPOSAL

The Proposal submitted by the Northville Public Schools was greatly facilitated by the work of a Community Year-Round School Study Committee, which functioned for one year prior to the submission of the District's grant request.

The following pages represent an exact duplication of the official grant request submitted to the State Department of Education by the Northville Public Schools on January 7, 1969.

PROPOSAL FOR EXTENDED YEAR STUDY
(in accordance with Rule 4)

DESCRIPTION OF THE LOCAL SCHOOL DISTRICT, THE COMMUNITY, AND THE STUDENTS THAT WOULD BE SERVED BY AN EXTENDED SCHOOL YEAR.

DESCRIPTION OF
LOCAL SCHOOL DISTRICT

The Northville Public Schools, a third class K-12 District, encompasses 32 square miles and is situated in parts of three counties – Wayne – Oakland – Washtenaw. Contained within the borders is the entire City of Northville, all but a fraction of the Township of Northville, and fractional portions of Salem Township, Novi Township, Novi Village and South Lyon Township. Also included within our District is some 3,000 acres developed and used by other governmental agencies who lend no tax support to our schools. Our present enrollment of 2,804 students are housed in three (3) elementary schools (K-5), one (1) Junior High School (6-7-8) and one (1) Senior High School (9-12).

DESCRIPTION OF
COMMUNITY

The Community of the Northville Public Schools is basically urban, however, the culture of the area is quite diversified and ranges from the least sophisticated to the ultimate in cultural sophistication.

The vast majority of the heads of household are professional persons, employed in education and industry located outside the boundaries of our District. Housing is basically single family homes with a high resale value ($25,000.00 to $70,000.00)

The economic posture of the Community is completely diversified and ranges from the retired person living on pension and sometimes occupying large tracts of land, to families living on the verge of poverty, to very affluent families whose incomes are quite substantial. Recently, the majority of new home purchasers appears to have overextended themselves in order to purchase the homes; while earning a substantial salary, they still find themselves in a financial bind.

The quiet, urban, neat setting of the Northville Community is rapidly approaching a crisis because of the expanding home construction and migration of a huge number of residents from the overcrowded urban areas surrounding the District. As the attached projections show, it is anticipated that our school population and adult population will increase almost threefold during the period of September 1968 to September 1973.

Even this shattering projection is, in our opinion, conservative because upon completion of the presently planned 6,000 dwelling units, several thousands of acres of vacant land will remain for future development.

DESCRIPTION OF STUDENTS
TO BE SERVED BY AN
EXTENDED SCHOOL YEAR

Our studies to date clearly show that if a quadrimester plan is found feasible and acceptable by the Northville Public Schools and thereafter implemented, all students K-12 will be served by this program.

DESCRIPTION OF NEED, PURPOSE, ASSUMPTIONS, ORGANIZATION, STUDY PROCEDORES, TIME SCHEDULE, ANTICIPATED OUTCOMES, AND PERSONNEL WITH RESPONSIBILITY FOR CONDUCT OF A FEASIBILITY STUDY.

DESCRIPTION OF NEED

The need for the Northville Public School District conducting a feasibility study of the extended school year concept is predicted on five major premises:

1. The immediate and pending population expansion in the District.
2. The pressing burden of the tax structure and the taxpayer's resistance.
3. The challenge of an educational program meeting the needs of today's complex society.
4. The gross wastefulness of facilities and equipment under the present structure.
5. Negotiation problems resulting in change in teacher status.

At the present time the Northville School District is faced with meeting the educational demands of 15 approved housing developments, six pending approval, and potential acreage for numerous other developments. Estimated increase in the number of students in the next four years is 1,946 on approved projects only; on approved and currently proposed, the estimated enrollment would increase by 4,885 students. Housing this increase in students, based on teacher-pupil ratio of 30 to 1 at the secondary

level and 25 to 1 at the elementary level, would demand 169 additional classrooms, 139 of which must be constructed. Should potential acreage be converted to housing developments, the problem would be further agitated. On this premise alone, the study is feasible.

But now, let us consider this in light of the problem of tax burden and taxpayer's resistance to further burdening. At present, the millage levied in the District is 32.9; approximately 63.4% of the Northville Public School District budget is realized from local property taxes. In 1967, the district taxpayers refused a millage request once; in 1968, the millage request was defeated three times, each time by an increased number of voters.

Reason for failure of millage was clearly projected by the public; that is, further tax burden could not be tolerated. The tax burden is accelerated because of lack of industry and tax free property.

In addition, schools in general face challenges in today's complex society that place demands on budgets never conceived of ten years ago. Equipment, instructional centers, laboratories must be updated and added to in order to meet today's needs; special needs of children must be met; the problem of social unrest, accelerated by a program that literally dumps thousands of students on the streets for a three month period is evergrowing. Today's schools are faced with unique problems that can only be met by a unique program. Study of the extended school year is feasible if some of the moneys now expended for buildings could be directed to updating programs and decelerating unrest.

The fourth premise upon which need is predicated is the gross wastefulness of present facilities. If ¼ of the student enrollment could be met by a year-around concept for 1970, the tax burden might not need to be increased, and taxes to be realized from under-construction developments would have a chance to catch up with increased enrollments caused by the developments. Study of the financial feasibility of more extensive use of facilities through a year-around program could well provide the convincing feature for adoption of such a concept by the public.

Teacher-status has suffered in this district as well as in others. For three years the Northville Public School District has been faced with a teacher strike. The major reason is the need to compete with surrounding districts and industry. Year-around school could possibly prevent the forced three month retirement, could provide a means of attracting the most capable people into the profession, and the district could compete more equitably with surrounding communities.

Determining the possible degree and extent of alleviation of the five major needs of the Northville Public School District makes such a study feasible.

PURPOSE OF THE STUDY

Study of a year-around concept was informally discussed by the Board of Education on December 1967 and a resolution December 11, 1967.

Since that time committees have been established and the study has been underway. However, further pursuit is at a stalemate because of lack of funds. The specific purposes that would be met by a grant are as follows:

1. Comparative cost analysis of extended use of facilities with the present program – transportation, maintenance, administrative staff, air-conditioning, etc.
2. Study of reaction of business and industry to a revised calendar and a survey of their willingness to gear employees' vacation to mesh with the revised calendar.
3. Comparative study of community reaction to several revised calendars under the quadrimester plan.
4. Survey to determine the feasibility of adopting the policy of enrollment of all children from one family during the same calendar terms. (Division by geographic quarters)
5. Appraisement of the effect on the instructional program and extra-curricular programs.
6. Dynamic public relations program that would provide the community with a realistic picture of the existing problems and the potential of the extended year program to meet the problems.
7. Complete survey of the community, staff and student reaction after the initial public relations program.
8. Investigation of possibility coordination of calendar with other districts in cases of transfer students and scheduling problems.
9. Representative visitations to districts that have dropped the program to determine feasibility of that action.
10. Representative visitations to districts that are now operating under the year-around concept to ascertain financial and educational practicability.
11. Survey of preference or non-preference for rotating family vacations.
12. Appraisement of staff utilization plans.

ASSUMPTIONS

The Northville Public School District will assume that study of any plan to extend the school year will meet the following requirements:

1. Each student will will attend school at least the traditional 180 days minimum amount of time.
2. The instructional program will be as effective or more effective.
3. With special permission, students will be permitted to attend school for four quarters for make-up or remedial work.
4. Students will be permitted to enroll for enrichment or acceleration purposes only if class size, facilities and staff warrant it and only upon recommendation of proper personnel.
5. State-aid reimbursement will be based on four "D" day counts.
6. Students except those who are authorized to enroll in a fourth quarter, will have a vacation period equivalent to the present length of vacation period.
7. The present school calendar is obsolete.
8. The public mind can be changed.
9. School facilities will be used by some students to some extent during their vacations.
10. Normal holidays will be observed.

ORGANIZATION

The Northville Public School District has already devoted much time to study of a concept that would best meet the educational needs of the District. Plans studied by the committee were several forms of the Quadrimester, Trimester, Continuous Progress, Multi-Trails, Enrichment, Community-School, Extended Day. The proposed quadrimester plan was selected as the one offering potential to meet the five needs of the Northville Public School District aforementioned. The proposed quadrimester plan is based upon the division of an extended school year into four equal quarters of sixty (60) days each or quadrimesters. Students under this plan can complete the equivalent of a normal 180 day course in three quadrimesters. Hence, by staggering attendance, only 3/4 of the total student body would be in attendance at any one time. Construction of facilities for 1/4 of the student body would be eliminated, and an effective educational program could be maintained. In addition, the three other needs presented earlier in this paper could be met.

Further study needs to be made to determine the type of calendar most suitable to Northville. Extensive community involvement through survey, administrative and financial feasibility of the best type calendar will have to be appraised. Considered calendars are as follows:

PLAN I

Students will attend 3 consecutive terms with 3/4 student body in attendance at all times.

Winter through Spring
Spring through Fall
Summer through Winter
Fall through Spring

PLAN II

Students will attend any 3 of the 4 quarters dependent on family preference and possibility of meeting the 3/4 in attendance quota.

PLAN III

The calendar would provide four terms (any three of which would equal 180 days) plus a two-week vacation in July for all staff and students.

Example:

August 1	October 24
October 27	January 30
February 2	April 24
April 27	July 17

PLAN IV

Staggered vacation or the 12-4 plan:

The year would be divided into four 12 week terms with students attending 3 of the terms (180 days) and having one month vacation between terms. The 12-4 plan porvides staggered entrance every 4 weeks. Again, only 3/4 of the studnet body would be in attendance at any one time.

Group A: July 5 to Sept. 23, October 24 to Jan. 27, February 27 to May 24.

Group B: Aug. 1 to Oct. 21, Nov. 28 to Feb. 24, May 27 to June 28.

Group C: Aug. 29 to Nov. 23, Jan. 3 to March 24, April 24 to July 21.

Group D: Sept. 26 to Dec. 23, Jan. 30 to April 21, May 25 to Aug. 22.

The basis for decision favoring the quadrimester plan was that it offered fuller utilization of present facilities and potential for retention and improvement of the present instruction program with apparent increase in cost because of possible savings in capital outlay.

STUDY PROCEDURES

Study procedures have been established. However, more provision would be made for student involvement.

TIME SCHEDULE

Having arrived at the most crucial point in our study, we find that in order to maintain community knowledge of our study to date, and fully inform them of all aspects and ramifications of the quadrimester concept as it relates specifically to our School District, we must accelerate our efforts and complete our feasibility study prior to July 1, 1969 if our District were to implement the program immediately and thereby forestall the impending crash building program we face. In consideration thereof, we intend to place the following schedule into effect directly upon State approval of this application.

FEBRUARY-MARCH 1969

1. Dissemination of information on quadrimseter plan to all residents and obtain reaction to its acceptability. This will be done with consultant services and advice and by using newspapers, flyers, community group meetings, home canvassing and other methods deemed appropriate and effective to obtaining maximum effectiveness of dissemination of facts to the public.
2. Complete study of legal aspects of quadrimester concept as it relates to school finance, enrollment, athletic participation, transportation, etc.
3. Send groups of citizens and administrators to various areas of the State and Country where the year-around school concept has been implemented, considered or studied, in order that they may report back their findings regarding the operation, success or failure of same and/or reasons studies were discontinued or not implemented.

APRIL–1969

This entire month will be dedicated to meaningful and compilation of all information and community attitudes, arrangement of same in a form conducive for dissemination of same to the public and to the Board of Education for review.

MAY 1969

1. Continue dissemination of information to the public.
2. Begin preparation of material for printing and distribution.
3. Complete analysis and study by the Northville Board of Education. This study will be conducted at weekend workshops during the month.
4. Decision by the Northville Board of Education to:
   a. Implement the plan in 1970-71.
   b. Continue the study.
   c. Continue the traditional educational system.

JUNE – 1969

1. Preparation and printing of a complete report on the study, findings and decisions.
2. Distribution of same to the State Department of Education, the general public of Northville, and all other interested groups, Boards or individuals.

ANTICIPATED OUTCOMES

It would be presumptuous on the part of the authors of this report to anticipate the ultimate decision of the public and Board; however, we can anticipate with a well founded basis, the following general outcome of the completion of this study.

1. Upon compilation, our study will be the most exhaustive and complete of any conducted in the State of Michigan.
2. The residents of our District will have been given the total information ramification and alternatives on which to state their opinion and preference.
3. Northville will accept or reject the extended year program with full knowledge of the population expansion and school construction requirements attendant thereto.
4. Other Districts will have a well documented guide to follow should they desire to study and/or implement the quadrimester system in their Districts.

PERSONNEL WITH RESPONSIBILITY FOR CONDUCT OF THE STUDY

1. The Board of Educationn as a whole, as well as members of the various committees.
2. The Superintendent of Schools.
3. The Business Manager and Curriculum Coordinator, together with all other members of the Administrative Staff.
4. Hired consultants in the various areas.
5. The Steering Committee and all other subcommittees.

BUDGET NEEDS, INDICATING THE ALLOCATION OF FUNDS NECESSARY FOR A FEASIBILITY STUDY.

The conduct of our study to date has been by Board members, Administrators and citizen volunteers.

Northville recognizes that in order to complete this study, disseminate the information and to gain a decision on the implementation of same, the expenditure of funds are required.

However, the Northville Board of Education has been forced to reduce its operational budget for 1968-69 by more than $125,000.00 due to the defeat of three requests made of the public to increase our operation millage by two mills. (June 10, 1968, July 29, 1968 and September 14, 1968.) Therefore, the Northville Board of Education finds it will be virtually impossible to complete a thorough study without funding from the State.

The following are our anticipated financial requirements to complete our study.

	PROPOSED	ALLOCATED
Salaries; wages.		
Director–5 months at $700.00 per month	$ 3,500.00	$ 3,500.00
Secretary–5 months at $450.00 per month	2,250.00	2,250.00
Consultants–as required–est. 60 days at $75.00	4,500.00	4,500.00
Clerical personnel, typing, etc.		
Estimated 1 for 5 months at $400.00 per month	2,000.00	2,000.00
1 for 3 months at $400.00 per month	1,200.00	1,200.00
Canvassers–8x80 hours each = 640 hours x $2.50	1,600.00	1,600.00
	$15,050.00	$15,050.00
Add:		
Reimbursement to State for fringe benefits 9.18%	1,380.00	1,380.00
TOTAL SALARIES, WAGES	$16,420.00	$16,420.00
Travel:		
Local, State & National	$4,500.00	– 0 –
TOTAL TRAVEL	$4,500.00	– 0 –
Supplies, Materials:		
Postage	250.00	250.00
Telephone–35.00 by 5 months	175.00	175.00
Typing supplies	60.00	60.00
Forms	150.00	150.00
Printing (composition, printing, binding)		
Approximately 150 pages @ $15.00 per page (1,000 copies)	2,250.00	1,050.00
Local newspaper advertising	800.00	800.00
TOTAL SUPPLIES, MATERIALS, ETC.	3,685.00	2,485.00
Legal Fees	500.00	500.00
TOTAL	$25,115.00	$19,565.00

DESCRIPTION OF PLAN TO DISSEMINATE THE FEASIBILITY STUDY FINDINGS, TO OTHER MICHIGAN SCHOOL DISTRICTS, AND TO THE DEPARTMENT.

1. A printed and bound summary of the study would be prepared by deadline date set by the Department of Education. The summary would include:
   a. Complete proposal for a year-around concept program, and reasoning for selection.
   b. Calendar for concept and reasoning for selection.
   c. Results of comparative cost study.
   d. Results of community, faculty and student surveys.
   e. Results of business and industries' reaction and willingness to cooperate with the revised calendar.
   f. Summary of public relations program.
   g. Potential for coordination of program with other districts.
   h. Legal aspects involved and any other results of the study.
2. A minimum of 200 copies would be provided for the Department of Education.
3. Copies would be sent to all Intermediate School Districts in the state and made available to all districts and single members of districts, as long as such service is feasible under the grant.
4. A public relations program to other districts with Board members, Administration, Staff and Community members acting as consultants if such service is feasible within the grant.

COMMUNITY COMMITMENT

Northville Public School District community committed itself to study of the Extended-Year Program on December 11, 1967 with the Board of Education's adoption of a resolution for the purpose. A calendar of events thus far is an indication of community commitment:

December 5, 1967 – Discussion by the Board of Education.

December 11, 1967 – Adoption of resolution providing for the study.

January 5, 1968 – Communication to the Board of Education by the Superintendent, R. E. Spear, informing them of areas to be covered by the study, committees to be formed, composition and work of committees.

February 13, 1968 – Announcement of committee membership and contact of membership.

February 26, 1968 – 1st meeting of committees for purpose of determining chairman (community member), clarification of role, and establishing a work calendar.

March, May, June – Two meetings per month and homework.

Noviember 6, 1968 – Reactivation of Committees.

December 8, 1968 – Board of Education's unanimous approval of presentation of proposal for grant.

Articles promoting interest in the year-around concept were published in the Northville Record by the Public Relations Committee on December 14, 1967, January 11, February 15, March 14, March 28, May 23, and June 13, 1968.

Commitment to the study is not only indicated but extremely necessary under present and evergrowing conditions.

STUDY GRANT – STUDY CHARGES

On April 16, 1969 the Central Office Administrative Staff of the Northville Public Schools, met with Dr. Ralph Kellogg of the Department of Education for the purpose of an oral review of Northville's Year-Round School Study proposal and to establish the Departments expectations of the Northville Study.

This study is expected:

1. To provide a comparative cost analysis of the district operating on a quadrimester basis with the present program. Such an analysis will compare costs by categories, such as transportation, maintenance, air-conditioning, staff costs, administrative costs, etc.
2. To provide a description and analysis of the willingness of business and industry to change employees' vacations to mesh with the revised school calendar.
3. To provide a comparison of community reaction to several possible school calendars under the quadrimester plan.
4. To survey the community and make recommendations concerning the enrollment of all children in a family on the same calendar. (Division by geography.)
5. To provide an appraisal of the effect of the extended school year on the instructional program and extra-curricular program and upon staff utilization.
6. To provide a model of a dynamic public relations program for making community aware of its problems and the potential of the Extended School Year to solve them.
7. To provide a complete survey of the community, staff, and student body reaction to Extended School Year following the public relations program, including vacation preferred.
8. To provide an investigation of calendar coordination with other school districts, particularly as it relates to student transfer.
9. To develop a proposal which would indicate the necessary requirements to convert form our present program to a Year-Round School Program.

CONDUCTING THE STUDY

The first step in conducting the Feasibility Study was to determine areas of responsibility for each of the Central Office Staff who was to assist with the fulfillment of the foregoing charges.

Although the State Grant made funds available for the employment of a director, it was the decision of the Districts Superintendent that the Central Office Administrative Staff assume the chairmanship of this study along with their regular responsibilities in order that they become totally aware of the entire Year-Round School Concept for the purpose of facilitating transition to Year-Round School in Northville should it ultimately come to pass.

The decision lead to the establishment of the Superintendent as the Study Chairman and the Curriculum Coordinator and Business Manager as Co-Chairman. Midway through the study the districts newly appointed Administrative Intern was added to the team and was named as a Study Co-Chairman.

In an attempt to best utilize the area of assignment and interest of the Co-Chairman, the study objectives were assigned as follows:

Curriculum Coordinator

1. To assist other co-chairman in providing a comparison of community reaction to several possible school calendars under the quadrimester plan.
2. To provide an appraisal of the effect of the extended school year on the Instructional Program and the Extra-Curricular program and upon staff utilization.
3. To provide a complete survey of the student body reaction to the Year-Round School Concept.

Business Manager

1. To provide a comparative cost analysis of the districts operating on a quadrimester basis with the present program. Such analysis to compare costs by category.
2. To assist other co-chairman in providing a comparison of the community reaction to several possible school calendars under the quadrimester plan.
3. To assist in the development of a proposal which establishes requirements for conversion of a Traditional Program to Year-Round School operation

Administrative Intern

1. To assist the Curriculum Coordinator in appraising the effect of the extended school year upon staff utilization.
2. To provide an investigation of calendar coordination with other school districts, particularly as it relates to student transfer.
3. To provide a complete survey of staff reaction to Year-Round School Program.

Superintendent

1. To provide description and analysis of willingness of Business and Industry to change employees' vacations to mesh with a revised school calendar.
2. To survey the community and make recommendations concerning the enrollment of children.
3. To provide a model of a dynamic Public Relations Program for making Community aware of its problems and the potential of the Year-Round School to solve them.
4. To provide a complete survey of the community.
5. To assist Co-Chairman as needed.

During the course of the study many meetings were held between the Chairman and Co-Chairman to determine progress, identify completed tasks, coordinate areas of concern and common goal, set new sites and assist one another where requested.

The involvement of other persons and the process followed in accomplishing the specific goals and objectives of this study will be dealt with in the chapter which deals with the required study outcome as charged by the State Department of Education and follows henceforth.

CHAPTER 2

A REVIEW OF LITERATURE ON THE YEAR-ROUND SCHOOL: ITS IMPLICATIONS TO THE NORTHVILLE FEASIBILITY STUDY

Ever-increasing enrollment, the spiralling costs of education and the recent trend of emphasis on accountability to the public for moneys expended motivated the superintendent of the Northville Public Schools, on direction of its Board of Education, to pursue the study of the Year-Round School Concept. One of the several standing committees established to assist such a study was the Research Committee whose charge was to investigate the history of Year-Round Schools in the hope that history would disclose (1) reasons for failure of school districts to adopt Year-Round Schools in the past, (2) reasons for school districts who initiated a Year-Round School program to drop the concept, (3) directions to pursue and pitfalls to avoid should such a concept become necessary and palatable to the Northville School District.

History reveals that prior to the 1900's, a traditional school year was non-existent in our country. The length of the school year was dependent on the nature of the community in which the schools were located. In areas dependent on agricultural pursuits, the school year was short in duration, operating mostly in the winter months; in cities, the schools operated a 12 month program with built in vacations. Buffalo operated its school year system for 12 months; Baltimore and Cincinnati, for 11 months; New York, for 49 weeks; Chicago, for 48 weeks.[1] As equal education for all became more of a public cry and as technological machinery replaced "hands" on the farm, history indicates that the farm area school year increased and the city school year decreased until we arrived at the 180 day school year most common in our country today.

One might generalize on this basis that examination of literature prior to the 1900's becomes irrelevant in view of the nature of our society today. Hence, this chapter shall be concerned only with the literature since the 1900's.

It is the opinion of this writer that the literature pertaining to Year-Round School programs since the 1900's, although fairly profuse, lacks the characteristics of research reporting upon which one can base judgments.

Up until the middle of the 1960's with the pilot studies of the New York State Schools, little or no thought or planning was given to the measurement of effect on the instructional program, children in the program, teachers, or community. Even the measurement on financing a Year Round School in contrast to the traditional school year was extremely inadequate and ineffectively reported.

The stand that research divulges little upon which one can base judgments is based on the following premises: (1) In most cases Year-Round School programs were adopted in the face of financial crises for expediency reasons only and were dropped when money became more plentiful. Little, if any, preconceived plans for evaluation of even the effect on finances much less the effect on the child, the teacher, the program or the community were considered. (2) Literature reports, for the most part, "hearsays" of school superintendents, principals or the public who have built-in prejudices pro and con on the concept. (3) Literature is replete with contradictory reporting in aspects of effect on the child, program, community and finances. (4) Concepts are confused to the extent that reports of the same program refer to it as summer school, mandatory or voluntary programs servicing all children or specialized groups of children; thus, school districts contemplating a specific type of program find it difficult to base judgment on research.

The next few pages will attempt to substantiate the changes presented.

Research reports that most Year-Round School programs were implemented to alleviate financial crises without preplanned methods for measurement of the result.

"The prime motive for implementing the pattern was economy; and when the programs appeared to be too expensive, they were soon discontinued."[2] The use of the words "appeared to be too expensive" is indicative of the quality of most of the statistics available in any of the programs up to 1960's even though serious consideration was given to the concept in two cycles of history prior to that time.

The concept of all-year schools was debated and in several cases implemented in our nation between 1924 and 1931, again between 1947 and 1953 and again in the 1960's – all periods of time when building costs were spiralling, school populations growing[3] and public reactions against increased taxation were prevalent. According to the National Education Research Division, in the early 1900's Bluffton, Indiana (1905), Newark, New Jersey (1912), Minneapolis, Minnesota (1918), Los Angeles, California (1920's), Minot, North Dakota (1922), Nashville, Tennessee (1925), Amarillo, Texas (1927), Ambridge and Aliquippa, Pennsylvania (1928), and numerous others conducted Year Round School programs, largely for the purpose of more fully utilizing buildings. In all programs reviewed, little or no reference was made to terminology of research – design of the study, instruments for measurements, control groups, variables, analysis of data, and comparison studies.

"Reports tend to lump all past four-quarter experiments together and conclude that they failed financially, and in fact cost more than the traditional nine-month operation."[4] However, in most cases the four-quarter plans adopted within the lumped statistics refer to plans in which the fourth quarter was optional and, hence, naturally more expensive.

The closest literature comes to relating statistics having some reliability is a result of the Farrand and O'Shea analysis of the Newark, New Jersey program which operated a four-quarter schedule for 20 years and found that it cost $562.00 for the all-year school to graduate one student and $800.00 for the nine-month school.[5]

1 National Education Association, THE ALL YEAR SCHOOL, Research Memo prepared by the National Education Association Research Division, (Washington, D.C., National Education Association, July 1964)

2 Utica, Mich. Study, THE YEAR-ROUND EDUCATIONAL MOVEMENT: Historical IMPLICATIONS ON TODAY'S URBANIZED CULTURE, January, 1970, p. 2.

3 National Education Association, THE ALL-YEAR SCHOOL, A Report Prepared by the National Education Association Research Division, (Washington, D.C., January 1962) p. 2.

4 Gerald M. Knox, BETTER HOMES AND GARDENS, "Should We Have Year-Round Schools?", June 1970, p. 60.

5 Ibid.

The result is that financial gain or loss reports which were based primarily on "hearsay" of those responsible for conducting the program or those responsible for terminating the program (as will be verified later in this chapter) lack the validity upon which one can base judgment.

LITERATURE, FOR THE MOST PART, REPORTS "HEARSAYS" OF SUPERINTENDENTS, PRINCIPALS, OR THE PUBLIC WHO HAVE BUILT-IN PREJUDICES PRO AND CON ON THE CONCEPT.

Case in point – Newark, New Jersey, instituted in 1912 a so-called Year-Round School concept in two schools. By 1922 practically all Newark schools were in the all-year plan. A change of superintendents brought review of the plan and the recommendation that it be discontinued. The Board of Education accepted the recommendation and then reversed its opinion and requested a study be made by Farrand and O'Shea along with other educators. The study, which was partially based on data submitted by the superintendent and principals revealed data that supported continuance of the program. Yet in 1931 the concept was dropped because it failed to be sufficiently appropriate, adaptable and serviceable to the needs of the community and students. [6] Through 1922 under a supportive-of-the-concept superintendent, reporting reflected success of the program; following the change of superintendents, reporting reflected the failure of the program.

A similar situation is reflected in the literature referring to the Aliquippa experience with Year-Round School. Reporting under the superintendent who initiated the program presents a success story both in financial and educational advantages. However, the direct opposite is true during the superintendency when the concept was dropped. One superintendent reports savings in capital outlay for new schools and related services; while another reports that maintenance became too costly. The report of a let-down in the work of both teachers and pupils during the summer session was not consistent with that of the superintendent who served during the time the schools operated on the four-quarter plan. [7]

Although only two cases are presented to support the thesis, literature is surfeited with contradictory and unreliable accounts.

LITERATURE IS REPLETE WITH CONTRADICTORY REPORTING IN ASPECTS OF EFFECT ON THE CHILD, PROGRAM, TEACHER, COMMUNITY AND FINANCES.

In one case a feasibility study indicated that the health of teachers and pupils in the all-year school was apparently not affected but not researched as to validity. [8]

In Newark, New Jersey, it was reported that students in the all-year program showed no damaging physical effects, did advance more rapidly and the drop-out rate decreased.

"During the 20 years the Newark schools operated year-round, no existence of mental exhaustion or impairment of health was found among teachers. On the contrary, year-round employment was found to stimulate teachers." [9]

Ambridge, Pennsylvania, another system operating on Year-Round School, found "the percent of failures in summer quarter was lower than any other quarter." [10]

"After a five-year analysis, Aliquippa found that its summer quarter ranked first in attendance." [11] W. Scott Bauman contends that the Aliquippa schools experiments discovered that children achieved more under the quarterly plan. [12]

Nashville's story regarding the effect on students and teachers is just the opposite – "according to an unlisted source reported in the Utica, Michigan study of January, 1970 "more student failures occurred in the summer than in other quarters, and not surprisingly, teachers were found to lack vigor and motivation during the summer." [13]

Literature on the Aliquippa program presents conflicting comments on the effect of Year-Round School on the child or on the teacher.

In reality no evidence exists upon which we can honestly judge the effect of the Year-Round School on the child or on the teacher. Reports run the gamut of no evidence to success or failure stories on effect of year-round programs on child and teacher.

Even more contradictory are the reports concerning the effect of Year-Round Schools on finances. In the case of Nashville, Tennessee, "one source indicated that summer school costs per pupil in attendance were 64% higher than in other quarters; another report indicated that Nashville didn't even bother to compute financial data." [14] Newark, New Jersey – reported no economical feasibility according to one source; while another source reported that "Newark, New Jersey found that it cost $562.00 per year for the all-year school to graduate a student, and $800.00 for the nine-month school graduate." [15]

"From the standpoint of economy, the Aliquippa experiment was considered successful. Savings on capital outlay for new schools and related savings resulted in an estimated savings of $282,059 during a seven-year period, according to the superintendent, H.R. Vandersice. [16]

In 1952, the Fairfield Citizens School Study Council of Connecticut reported that the cost of operating schools on the four-quarter plan (including air-conditioning) was estimated at $81,900 a year, a savings of $286,850 per year as compared with the cost of a new building program. [17]

However, the picture is not consistent. While some districts claim financial savings, others report the opposite.

6 "The Defined School Year," published by the American Federation of Teachers, (Washington, D.C., 1963) p. 11.
7 Utica, p. 9.
8 Ibid. p. 5.
9 Jeri Engh, "Why Not Year-Round Schools?", EDUCATION, September 17, 1966.
10 Ibid.
11 Ibid.
12 W. Scott Bauman, THE FLEXIBLE SYSTEM: AN ECONOMIC ANALYSIS OF THE ADVANTAGES OF THE QUARTERLY CALENDAR IN PUBLIC SCHOOLS, (Toledo, U. of Toledo, Business REsearch Center, 1966.)
13 Utica, p. 8.
14 Ibid, p. 9.
15 Knox, op. cit. p. 60.
16 "The twelve-month School Year: Will it solve your Building Problems", SCHOOL MANAGEMENT, vol. 1, pp 22-25, September 1957.
17 Ibid.

California districts found the four-quarter plan difficult and expensive according to H.S. Yivisaker. 18

"Atlanta in 1957 concluded that the four-quarter plan would cost more to operate than the cost of building new schools. The Atlanta study found that whereas the four-quarter plan would cost $8,804,000, the traditional school year, including cost of new construction, would cost $7,617,000." 19

"Other cost analyses showing the four-quarter plan to cost more than new plants were: Fulton County, Georgia, $2,098,000 against $2,772,500 for the 12-month plan; De Kalb County, $1,714,000 against $2,280,000 for the 12-month plan." 20

An analysis of literature on Year-Round programs makes it apparent that there is no consensus on financial feasibility nor are there reliable statistics to prove or disprove the financial feasibility. In addition, frequently mandatory and voluntary plans are lumped together making it impossible for the reader to distinguish the type and the true cost figure for the specific plan.

CONCEPTS ARE CONFUSED AND FOR THE MOST PART IRRELEVANT TO DISTRICTS CONTEMPLATING A MANDATORY FOUR-QUARTER PLAN.

Considerable confusion exists in literature on the Year-Round School concerning the concept being reported. Most programs referred to as four-quarter plans were nothing more than summer school programs. The term all-year school as applied in the literature refers to the four-quarter system on a mandatory basis or on a voluntary basis, to a summer school program, a vacation school, an extended year, summer programs for professional personnel, or to combinations of any of these or other concepts. However, descriptions are vague and, hence, the data presented is invalid.

Some sources refer to two of the more fully covered by literature plans, the Blufton, Indiana Program and the Newark, New Jersey Plan, as four-quarter plans while other sources refer to it as summer school programs.

According to some sources, Minneapolis, Minnesota adopted the all-year school; yet according to Utica's study "Dr. Rufus A. Putnam, Superintendent of Schools of Minneapolis writes: 'Minneapolis Public School System is not operating on a 12-month school year..., nor has there been any proposal to increase the school year in this regard'." 21

Rochester, Minnesota's exciting Year-Round School plan which provides programs for teachers is in reality an enrichment program on a voluntary basis. Dr. James Moon, Superintendent of Schools, says "We believe that Rochester's Voluntary program or some variation of it, is a valuable step forward." 22 Although the program provides valuable evidence to support educational programs conducted in the summer months, there is little upon which a district contemplating initiating a mandatory four-quarter plan can base judgment. Literature on Year-Round School depicting similar examples is copiously profuse. Substantiated by the above evidence we contend that at least until the 1960's literature has little to offer those who look to it as a basis for determining whether a District should initiate the four-quarter concept.

The 1960's brought with them another cycle of spiralling building costs, population growth, public reaction against increased taxation and increased educational costs along with a public cry for accountability. These effects motivated a renewal of interest in Year-Round Programs. Discussion on Year-Round School programs was abundant in the 1960's and continues to be burgeoning into the '70's.

The National State Department of Health, Education and Welfare, state departments of education, educational leaders in the nation are campaigning for investigation and experimentation. Indications exist that Year-Round School programs have gone and will continue to go beyond the "talk stage" in the 70's.

One characteristic of the 1960's literature is that research became more sophisticated and, hence, increased in validity. This is especially true of the experiments by the New York schools and in the Atlanta, Georgia plan.

Focus in the era is sometimes on financial savings, sometimes on improved education and sometimes on a combination of the two.

One of the early studies focused on financial savings reported the following; "In July 1960, the Citizens Committee of the Sequoia Union High School District of California, reported that costs for operating the four-quarter plan would total $6,006,486, but for the current plan $4,782,952." "The same committee reported that the per-pupil cost for new construction would be $80.00 under the present plan and $63.23 under the four quarter."

Jeri Engh who has been associated with the National School Calendar Study Committee reported that in 1966 "Stillwater, Minnesota, ... approved a bond issue for more than $3,000,000 (which involves almost half again that amount in interest) to build classrooms that will be bursting at the seams by 1970. .....a four quarter plan would eliminate overcrowding in Stillwater's schools until well beyond 1970 without the building of a single classroom."

Similar to the above mentioned studies, Year-Round School Concept Studies were pursued in Montgomery County, Maryland; Los Angeles City School Districts; Redwood City, California; Tucson, Arizona and numerous other schools. However, none were implemented and, therefore, no verified judgments established.

In 1963 New York State launched on a major movement in Year-Round Schools. Unfortunately, the New York State experiments offer little in its research to any district pursuing the staggered four quarter plan. The 1963 request of the New York State Legislature to the State Department of Education stipulated that they design demonstration programs and conduct experimentation to discover the impact of rescheduling the school year from a thirteen year system to a twelve year system. 23 The organizational patterns are unlike the proposed four-quarter plan in

18 H. S. Yivisaker, "Los Angeles Rejects Plan for Helping Schools All Year." NATIONS SCHOOLS, vol. 55, February 1955, p. 120.
19 SCHOOL MANAGEMENT, September 1957, p. 82.
20 Ibid.
21 N.E.A., July 1964, p. 4.
22 Paul Friggers, "Year-Round School," NATIONAL PARENT-TEACHER, April 1959, p. 9.
23 The University of the State of New York the State Department of Education, EXTENDED SCHOOL YEAR DESIGNS, published by the Department of Research, (New York January 1966) Preface.

that the New York plan permits students to graduate in fewer years while in the Northville Public School District's proposed four-quarter plan, this may be true for only an occasional student. In addition financial savings in the New York State plans are realized more slowly because of the structure of the plan students graduate in fewer years, whereas under the four-quarter plan, building costs decrease immediately because one fourth of the student body are on vacation at all times. Therefore, although the experimental research of the New York studies is excellent, the results are irrelevant as guidelines for a four-quarter plan.

The most worthy of recognition in Year-Round School programs in recent years is the Atlanta, Georgia plan which is in its second year of operation. A recent article called it a "living laboratory for the year-round school." [24] The focus of the plan is curriculum improvement and in that aspect will provide valuable direction for school districts adopting a year-round concept. However, the plan is not the mandatory plan proposed by the Northville Public School District and promulgators claim no financial savings, in fact, they estimate increased expenditures.

Another district, Valley View, Illinois will initiate a program on June 30, 1970, a program designed to make a realization of financial savings possible. In this case, the plan is mandatory but the organizational pattern is entirely different from that proposed by the Northville Public School District.

Numerous studies are on the boards at the present time. Professional groups such as the National Educational Association and State Associations, the A.A.S.A., State Department of Education in New York, Ohio, Michigan, Georgia, New Jersey, Maryland, California, Pennsylvania, Kentucky, and Florida are all actively involved. Press releases and Television coverage on Year-Round School Concept are on the increase.

SUMMARY AND CONCLUSIONS

Although the literature on the Year Round School Concept is profuse, it offers little in specific directions for districts anticipating implementation of a mandatory four-quarter system. However, a panorami view of the total picture provides the Northville Public Schools with some guidelines.

1. History of Year-Round School Concept reports very little factual data.
2. History of Year-Round School Concept provides little evidence to condone or condemn Year-Round School operation.
3. Implementing any Year-Round School program exclusively for monetary reasons is not feasible and is not likely to be accepted on a permanent basis.
4. A mandatory plan is financially more sound than any other plan.
5. Mandatory plans are more difficult to sell to a public and therefore demand a continuous public relations program.
6. No district implementing a Year-Round School program should release those responsible for implementing the program until the public has been thoroughly convinced of the value.
7. The nature of our society in past history made it impossible to tolerate a mandatory plan.
8. Evaluation of any Year-Round School Concept should be in accord with approved research methods and preplanned.
9. Mandatory plans are more feasible and more acceptable in districts facing growing enrollment.

24 Knox, p. 61.

CHAPTER 3

CALENDAR AND TRANSFER

YEAR-ROUND SCHOOL CALENDAR

The combination of ways that meaningful units can be arranged to enable students to obtain the required amount of instructional days within a given school year are a challenge for the imagination. Semesters, quarters, eleven months, and the summer enrichment plan offer excitement to the Year-Round School advocate.

A subcommittee of lay and school personnel was formed in January of 1968 to recommend a system that would be applicable and desirable for the Northville Public School District. The Committee was charged with the responsibility of researching the various concepts of the Year-Round School plans and during the course of the following five months, in-depth investigations took place focusing on each of the various school plan concepts. A look at some of these plans follows.

The tri-semester plan consists of fourteen to fifteen weeks. Pupils attend any two of the three semesters with only two-thirds of the total enrollment in attendance at any one time. Instructional time within the tri-semester is the same as that of a regular semester through an adjustment in the length of each class. This adjustment can be accomplished by reducing the number of periods per day rather than extending the length of the school day. (See Table I.)

The four-quarter plan divides the school year into twelve-week sessions. Students start school at any one of the four times, attend three of the four quarters and are on vacation the other. The beginning and ending dates of the quarters are directly related to the length of vacation periods between quarters. (Table I)

The eleven months continuous progress school plan based upon a calendar of 204 to 216 days involves more student participation each year, thereby allowing him to graduate from school as much as two years early. Vacation periods within the school year are lengthened, and the entire system is shut down for one month of the year. (Table I.)

The summer enrichment program concept does not, to any great extent, change the traditional calendar but does extend the operation of the school during the summer months to provide enrichment and/or remedial programs. (Table I.)

To add to the complexity of the calendar, within each school plan a variety of derivatives can be found. One example is the 12-4 plan built within the quarter system whereby students attend three 12-week terms and have one month vacation between quarters. (See Table II.) Students in this system are divided into four groups (groups A, B, C & D) and begin school at four-week intervals with only three-fourths of the total school enrollment in session at any one time.

With the variety of school organizational calendars to choose from, the District's responsibility is to choose the most appropriate one to fit the community's interest and needs. The four-quarter plan provides each student with the same number of days in session as the traditional school year, with an instructional program as effective (or more effective) than the traditional program, as well as provisions to attend an additional quarter for enrichment or remedial work. Therefore, it was the recommendation of the Steering Committee, within this feasibility study, that the four-quarter plan was the one system which was applicable and most desirable for the Northville Public Schools.

Three variations of the quadrimester calendar have been developed in Table III.

Plan A provides for a continuous extension from one term to the other, void of any recess or vacation between terms.

Plan B provides for a two-day vacation period between each quarter and a ten-day vacation period between the fourth and the first quarters, constituting a late summer vacation.

Plan C illustrates a two-day period between each quarter and a ten-day period between quarters three and four, providing an early summer vacation.

Students in all plans receive a Christmas and Easter vacation in addition to those days which are school-recognized holidays, such as Thanksgiving, Memorial Day, etc.

TABLE I
YEAR-ROUND SCHOOL CALENDARS

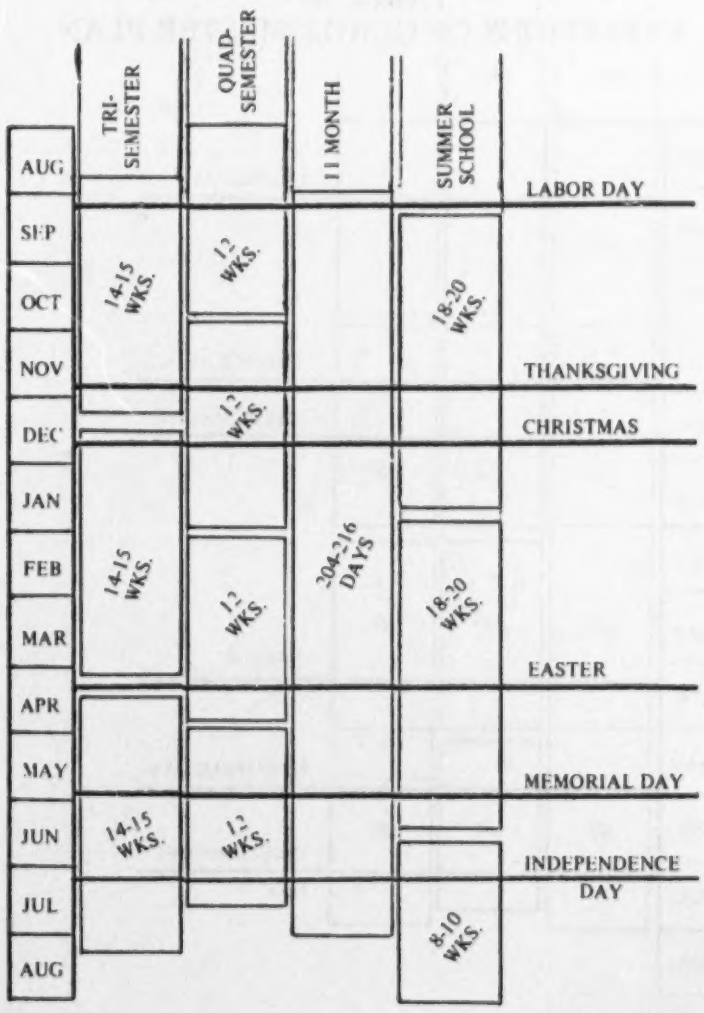


TABLE II
12-4 PLAN

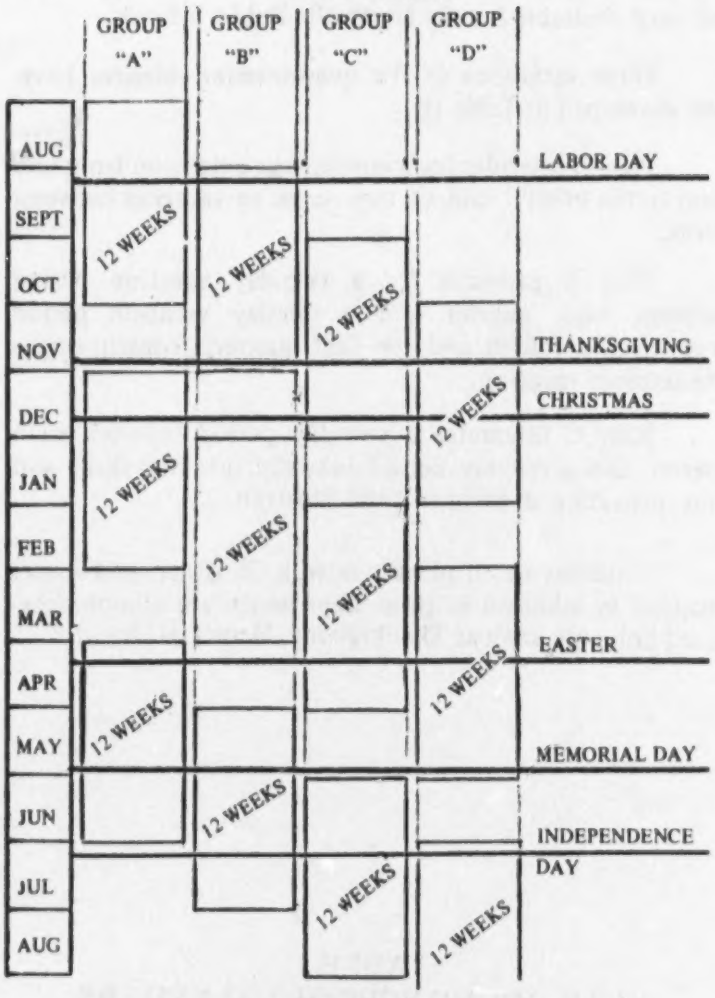
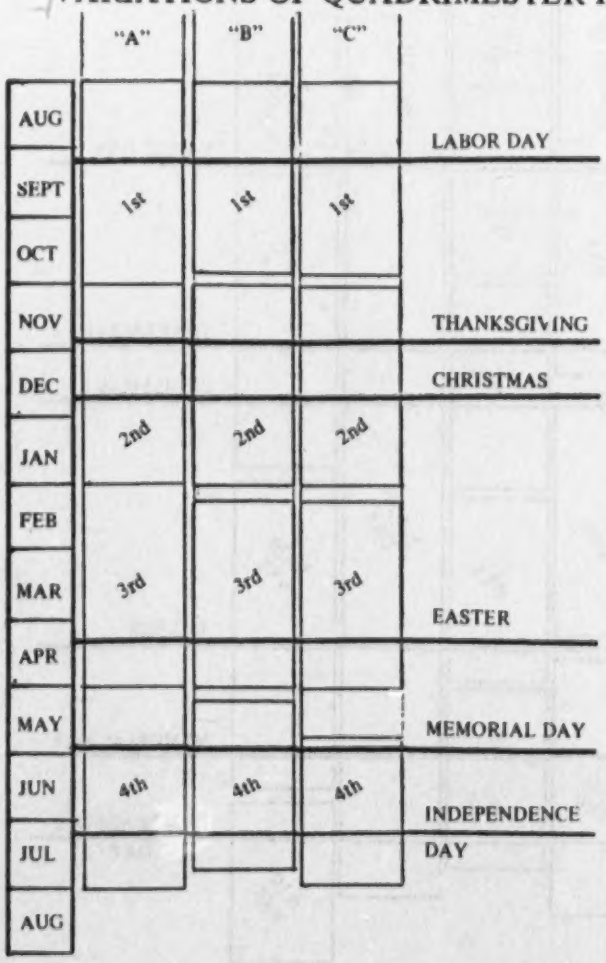


TABLE III
VARIATIONS OF QUADRIMESTER PLAN



STUDENT TRANSFER AND THE YEAR-ROUND SCHOOL

A comparison of the four-quarter calendar and the traditional school calendar raises obvious questions relative to student transfer into and out of a Year-Round School Program. Northville, in an attempt to probe into both problems and solutions in the area of student transfer, conducted a one-day workshop on April 25, 1970 for persons concerned with the Year-Round School Concept. Participating in this workshop were representatives from twenty-three Michigan School Districts and the Michigan State Board of Education.

The format of the workshop provided a morning session composed of five groups, with approximately ten to fifteen persons in each group, charged solely with the responsibility of recording problems related to student transfer into and out of a four-quarter Year-Round School. Those problems which were felt to be of prime concern are as follows:

1. How can we place a child in his proper educational curriculum? How will this be determined?
2. How can we overcome vacation conflicts (child may miss 9-12 months in order to get in proper vacation period)?
3. How can we accomplish teacher and student adjustment? Can the teacher determine where the student should be from an education standpoint?
4. Will other areas such as Northern Michigan agree to change their work schedules? Industry?
5. How can we accomplish complete understanding for all involved?
6. Will the quality of education be changed in the conversion to the Year-Round School operation?
7. Who will decide where a child belongs and compute credits for courses taken?
8. May a child make up courses missed because of transfer (courses offered only at one time)?
9. What happens to children in our athletic programs? Will new programs be provided?
10. How can a large family of 5 or more accomplish coordinated vacations?
11. How will Administration work with the child who moves into the geographical location?
12. What can we do regarding peer group relationships?
13. How will Administration work with class size?
14. Can a teacher get to know a child in a 12-week period?
15. If a child fails or is transferred, can he attend another session?
16. Will colleges be able to coordinate their programs and plans to meet the needs of the Year-Round School Program?
17. Will small districts be able to change their programs to offer adequate classes?
18. Will children from other districts be able to attend courses in a Year-Round School District?
19. The transfer of students is heaviest in summer; how will this affect us?
20. What can we do with a student who wants two semesters off in a row? – summer jobs.
21. How do we handle middle school to junior high?

22. What about the classes not offered?
23. Aren't there more problems in elementary than secondary?
24. Can colleges handle the quadrimester plan?
25. Won't we require more counseling in order to become more aware of students' needs?
26. How can we better establish communication between school districts regarding student transfers?
27. Equating of credits?
28. Can we have early college entrance for a student who wishes to attend school all four semesters?
29. What can we do about special education programs? Handicapped, etc?
30. What effect will teacher transfers have on the program? – Number of quarters teachers want to teach?
31. How will this affect the recruitment of teachers?
32. How would it affect drop-outs?
33. What problems will we be confronted with by parents who both work?
34. How will the grading system work with the quadrimester plan?

In the afternoon session of the workshop, the groups met again, armed with the problems of the morning but now charged with the task of solving the created problems. Recognizing the ramifications of an attempt to solve ALL of the problems, each group selected only a few problems to work with. A representative sampling follows:

WILL CHILDREN FROM OTHER DISTRICTS BE ABLE TO ATTEND COURSES IN A YEAR-ROUND SCHOOL DISTRICT?

1. Yes. If three to five local school districts adopted the Year-Round School plan, it might solve problems relative to interchange of students for some courses offered.
2. Tuition fees may be paid for students who go to school in another district. (Freeland students attending Saginaw pay a fee).
3. Another plan brought out was that no interchange of money would be needed between neighboring school districts if legislation could be arranged between them to provide for interchange of students. This would then be a paper transaction.
4. If a student failed a subject, it might be possible for him to make up this subject in a neighboring school by paying tuition.
5. It was stated that Freeland shares in a Special Education Program with two other school districts.
6. The discussion as to whether a student from another district would be accepted into the Northville system (or any other system) would be based upon the following:
   a. Counselor's decision as to needs of student.
   b. Classroom space availability.
   c. Tuition or fees.
7. By enrolling students from another district into non-sequential courses, they can fit into curriculum-planning better.
8. Offering more non-sequential courses may create more incentive for the students in curriculum planning.

HOW WILL ADMINISTRATION WORK WITH THE CHILD WHO MOVES INTO THE GEOGRAPHICAL LOCATION?

1. Placement tests may be required to determine where a student should be placed. (Math, Science, etc.)
2. Conflicting school systems may have an effect upon people wishing to move into the district. Most parents investigate a school system before moving into it and they may tend to move elsewhere, where they can readily admit their children. This situation may tend to balance out in all districts, however.
3. Registration of students in each semester will be based upon geographical location to bring about balanced enrollment in each semester.
4. Enrollment of students from each geographical area should be oriented to family needs and vacation plans.
5. Another advantage of geographical enrollment is the adaptability to bus schedules.

THE TRANSFER OF STUDENTS IS HEAVIEST IN SUMMER; HOW WILL THIS AFFECT US?

1. If a student is transferred into a quadrimester system in September, he may be told that he must wait until the next quarter. This may lead to an increase of high school drop-outs. If a student is required to wait a lengthy period of time, he may not return to school for many reasons.
2. No problems are anticipated for those students who transfer from a small high school with limited curriculum into a larger high school with a greater curriculum variety.
3. The Year-Round School could promote more individualized study.
4. A Year-Round School system may promote greater flexibility in Vocational Education.

AREN'T THERE MORE PROBLEMS IN ELEMENTARY THAN SECONDARY?

1. Yes. Traditionally elementary schools have had self-contained classrooms. Thinking behind this is that children of this age need security of a single teacher. Maybe even more important than this is the educational attitude of the elementary teacher. The fact that she works only with 25-30 students she becomes more oriented to child than study matter. With the constant shuffling of teachers, since they will have the opportunity of work 1, 2, 3 or 4 quarters, this may lead to much frustration and anxiety in these young children.
2. Self-contained classrooms with one teacher provided security for most younger students. Change of teachers during school year could create many problems. Also more difficulty in placing children in elementary buildings.

WILL OTHER AREAS SUCH AS NORTHERN MICHIGAN AGREE TO CHANGE THEIR WORK SCHEDULES?

1. Northern Michigan in past years wanted Southern Michigan schools to change schedules so they could get student help for tourist, farm and seasonal work.
2. We now have more population centers and these

centers have new needs, such as over crowding.

3. With snowmobiles – they may tend to go for year-round activities in Northern Michigan.
4. Most desirable for industry – they can't schedule all vacations between June and August – helps answer questions for industry.
5. Northern school systems will need to have a chance to change and get ready for Year-Round School in the large cities.
6. If whole state goes to Year-Round it will work out fine as an Administrative solution.
7. We currently have a highly mobile society.

WHAT EFFECT WILL TEACHER TRANSFERS HAVE ON THE PROGRAM? NUMBER OF QUARTERS TEACHERS WANT TO TEACH?

1. It may lower morale.
2. Make more jobs available.
3. Men – extra three months of employment
   Women – time to travel, study, take care of family.
4. Offers an opportunity for a greater selection of teachers.
5. Affects current teaching staff – Negotiations – working conditions, etc.
6. More flexibility – more for the individual needs and differences of teachers.
7. More attractive for some men – because of more pay and 12-month work period.
8. What about teachers who work for a whole year??? Do they get a pension and a third?
9. Effect on tenure teachers – sabbatical leaves – does offer a break from teaching.
10. Building to building – problems of management for negotiable items and grievances – what about seniority?

HOW WOULD INITIATING THE QUADRIMESTER CONCEPT OF YEAR-ROUND SCHOOL OPERATION AFFECT THE DROP-OUT RATE?

1. By starting children in kindergarten four times a year rather than once a year, the chances of early success are greatly enhanced, thus, even at this young age, children develop a positive view of school which is desirable.
2. There would be more remedial services available earlier, reducing chance of drop-out later.
3. With four quarters the opportunity would be available for youngsters to take a reduced class load where the academic pressures were shown to be too great.
4. In some cases, where it was necessary for a youngster to work part time, he would be able to take a reduced class load and still graduate with his class rather than becoming discouraged and becoming a drop-out.
5. There would be a need for increased counseling services.
6. There would be a need for greater directed community services in the year round than now presently available. This might entail a change in the role of some teachers and their direct participation.
7. There would possibly be forced change in the curriculum, making some courses more condensed and interesting and strengthening them.
8. The entire course offering would possibly have to become more flexible.

WHAT ABOUT CLASSES NOT OFFERED DURING THE TIME A STUDENT IS IN ATTENDANCE?

1. Offer some classes in independent study.
2. Local Community College might offer some classes.
3. A nearby high school might be able to let the student take the class at their school – reciprocate.
4. Might attend a quarter and take just one class.
5. Programmed learning.
6. Meet with the teachers a couple of times a week for help and the rest of the time work on own.
7. Wait until a time when the course is offered again.

HOW CAN WE BETTER ESTABLISH COMMUNICATIONS BETWEEN SCHOOL DISTRICTS REGARDING STUDENT TRANSFER?

1. Pre-address cards so leaving student can give to receiving school district.
2. Secretary should communicate with parents when they know a child is leaving a school. Try to find where child will be attending school.
3. Send records as soon as possible.
4. If major problems arise, get on the phone and call sending district.
5. Might have to enlarge our testing program.
6. Make sure records are up-to-date.
7. Counseling staff at secondary level might need to be enlarged.

WHAT DO YOU DO ABOUT SPECIAL EDUCATION PROGRAMS WHEN CERTAIN DISTRICTS HAVE TO SEND CHILDREN TO ANOTHER DISTRICT?

1. Sending and receiving districts will have to work together.
2. Special Education children might have to be on special schedule, schedule of receiving district.
3. Usually in this type of class the teacher takes the child where he/she is and works from there.

SUMMARY AND CONCLUSIONS:

1. This chapter has provided a brief look at different types of calendars for the Year-Round School plan. Each District must examine all calendars and make their decision based on their own needs and desires. Northville has selected the four-quarter plan as the one best suited for their community.
2. Regardless of the calendar, student transfer problems will exist and present difficult but not impossible obstacles to overcome. The one-day Workshop in April provided evidence of some problems and possible solutions to a prototype system.

A complete report of the April Workshop, including agenda, notes and participants can be found in the Appendix.

CHAPTER 4

CURRICULUM AND THE YEAR-ROUND SCHOOL

EFFECT OF THE YEAR-ROUND SCHOOL ON INSTRUCTION

In spite of the rapid technological advances, the social, economical and political revolutions so characteristic of our era, significant changes in education tend to come about slowly. Furthermore, education tends to go through periods or cycles in which an idea or practice long since abandoned is resurrected because of apparent needs existing in the society of the era. Such is the case with the concept of the extended school year. As made clear in chapter 2, the literature had little to offer, in fact most of literature would tend to discourage any district from attempting to resurrect the concept. However, faced with the forecast of population growth in Northville, the Concept and Implementation Committee established by Superintendent R. E. Spear to pursue study of the various concepts and recommend action was not easily discouraged.

The committee's first decision was that any extended school year plan should mean that schools would be in operation during most of the school year and should insure each child the required number of days stipulated under state law. The committee also agreed that a close look should be taken at each plan's potential for financial savings to the District before a recommendation to the Steering Committee would be made. The various plans were then reviewed. These include the four-quarter plan, the Multiple Trails Plan, the Continuous Progress Plan, the trimester, the Enrichment Plan, the Twelve Four Plan and other "spin-offs". In the early stages of the study definitions, major advantages and disadvantages of each plan were charted by the committee as follows:

EXTENDED USE OF FACILITIES CONCEPTS
QUADRIMESTER

DEFINITION:

School year is divided into 4 quarters of 12 weeks each with ¼ of student body on vacation at staggered times during the year and ¾ in attendance at all times.

ADVANTAGES:

1) Cost decrease if enrollment reaches an undetermined point and if acceleration and remedial aspects are limited.
2) Less investment in facilities and equipment.
3) Possible decrease in summer flood in work market.
4) Full year employment for teachers.
5) Implementation is not too difficult.
6) Plan has flexibility for curriculum changes.

DISADVANTAGES:

1) Public opposition to staggered vacations.
2) Maintenance problems.
3) Problems created for extra-curricular program.
4) Organization problems.

TRIMESTER

DEFINITION:

School year is divided into three terms of 75 days each with 1/3 of student body on vacation at staggered times and 2/3 in attendance at all times.

ADVANTAGES:

1) Cost decrease if enrollment reaches an undetermined point and if enrichment and remedial aspects are limited.
2) Less investment in facilities.
3) Possible decrease in summer flood in work market.
4) Full year employment for teachers.
5) Implementation is not too difficult.

DISADVANTAGES:

1) Public opposition to staggered vacations.
2) Maintenance problems.
3) Problems created for extra-curricular program.
4) Full-year employment for teachers.
5) Implementation is not too difficult.
6) 75-day vacation is too lengthy.

CONTINUOUS PROGRESS

DEFINITION:

A lengthened school year with a reduction – proportioned to ability – in the total length of a student's school life. Reduction of school cycle from 13 years to 12 years or less.

ADVANTAGES:

1) Utilizes facilities.
2) Could cost less.
3) Could be implemented at all levels without organizational changes.
4) Has much potential for curriculum improvement.
5) Savings realized would be too slow.
6) Plan could be more expensive at first.

DISADVANTAGES:

1) Student graduates too young for labor market – strong objection.
2) Level of maturity inadequate for same.
3) Public reaction is not too favorable in Northville.
4) Organizational problems.

MULTI-TRAILS

DEFINITION:

An 11-month modular schedule program in which students meet in a particular class fewer times per week, but an equal number of hours per year, thus releasing classroom space on those days when a particular class is not in session.

ADVANTAGES:

1) Release classroom space.
2) Release teachers for special assisnments.
3) Reduce cost.
4) Reduce number of teacher preparations per week.
5) Permits one vacation period for all.

DISADVANTAGES:

1) Independent study areas needed.
2) Organization problems.
3) Cost at first could be greater.
4) Doesn't adapt to elementary level.

TWELVE-FOUR PLAN

DEFINITION:

Students are divided into four groups and as one group finishes a 12-week session, another group would return from vacation.

ADVANTAGES:

1) Cost decrease.
2) Less investment in facilities.
3) Full-year employment of teachers.
4) Less time for the student to lose what he has learned.

DISADVANTAGES:

1) Student opportunity for working is too limited.
2) Organization and administration is too difficult.
3) Greater problems in extra-curricular programs.

ENRICHMENT-COMMUNITY CONCEPT

DEFINITION:

The regular program is the same as at present, but additional programs are included after regular school hours and in the summer for adults as well as students.

ADVANTAGES:

1) New subjects can be added.
2) Potential dropouts can be encouraged to stay by permitting students to make up courses failed during the regular session.
3) Adult community needs could be met.
4) Permits closer association of students and adults.

DISADVANTAGES:

1) Cost is considerably greater.

NOTE: All plans proposing reduction of school life cycle and additional enrichment or remedial programs were not favored by the committee.

The selection by the committee based on the above and future study was for the rotating four-quarter plan. The choice was based primarily on the plan's potential for immediate savings to the District.

Because the schools are indeed a mirror of the society in which they exist, any concept, though far from new in nature, will change direction or focus. Such is the case with the four-quarter plan being studied by the Northville Public Schools.

Whereas previous four-quarter plans tended to be implemented, as verified in chapter 2 of this study, for the purpose of financial savings; and whereas the original purpose for studying the possibility of Year-Round school in the Northville District was for monetary reasons – society or in this case the Community changed the focus of the study. "What can year-round school do for my child that the traditional system in operation today can't do?" This is the question most prevalent in the minds of the Northville public as they anticipate possible implementation of the Year-Round School Concept. Financial savings, of course, are a consideration in a community with the growing potential of Northville, but the tone of the community is directed more toward an answer to the question "What will you do with money saved in bricks and mortar to improve education for our children?" The survey of the community, presented at another point in this study, in which 65.6% of those surveyed indicated they would support year-round school if the educational program was improved while only 56.7% would support it if it made financial savings possible substantiates this stand. In addition, when an advisory vote was put before the electorate, hesitancy to respond either negatively or positively (with a vote of 422 for and 518 against out of a possible 5549) can be attributed to public reaction expressed through the news media and public discussion to a need for more specifics on the educational program. The "no" vote expressed was not saying "don't pursue the concept" but rather "pursue it but give us more information"; the failure to vote was saying "I don't want to condone or condemn the concept until I know more."

Again we see a truism in education. There is always an attempt in every society to hang on to its past. Traditional thinking and practices often hold back new ideas that are educationally sound. However, controversy has always been a trigger of change therefore, no school district can afford to "back down" when the signals are somewhat distant and yet unclear, because as J. Lloyd Trump, renowned educator, stated in his paper Images of the Future – "A superior school today may be an inferior school a decade from now – unless bold, imaginative steps to improve quality are taken." The purpose of this chapter, then, is to attempt to clarify the effect of a Year-Round School on the instructional program of the Northville Public Schools. Actual implementation is, of course, the best means of convincing the public. There is no doubt among those preparing this report that implementation of Year-Round School can improve the instructional program if the appropriate transition is made. Any time a major change in an organizational pattern is made, potential for improvement exists. The direction this segment of the chapter will take is 1) to point out some pre-extended year action in the District, 2) to present advantages to be derived in the instructional program as a result of a quarter plan, 3) to present a hypothetical design for change, 4) to suggest means for implementation.

PRE-EXTENDED YEAR ACTION – SECONDARY INSTRUCTIONAL PROGRAM

Since the initiating of the study, the Curriculum Steering Committee of the Northville Public Schools has kept the Year-Round School Concept in mind in any curriculum revising action. For example, the Social Studies Curriculum Development Committee in creating a K-12 guide adopted the concept approach, with concepts being handled in 60 day units. Twelve semester courses were created for the year 1970-71 in the Language Department; 8 in the Vocational Department; the science department is presently in the process of curriculum revision and is undertaking the task with extended year in mind. In each case the changes made have been made with due consideration to the possibility of conversion to a year-round concept. Shorter-span courses would facilitate compacting the courses into twelve week units. However, this is only a dent in the task that would have to be undertaken.

The specific changes in curriculum taken thus far by the Northville Public Schools secondary schools are a result of a student survey and reaction to our secondary instructional program. However, from here on much credit for planning of curriculum at the secondary level should go to Atlanta, Georgia whose bold steps in transition to an optional four-quarter plan could very well be responsible for the actual implementation of a mandatory plan in this District or either type in other districts.

ADVANTAGES OF THE FOUR-QUARTER PLAN TO THE INSTRUCTIONAL PROGRAM:

Transition from a traditional to a Year-Round Program, once the capacity of a building is reached, would

make possible a more comprehensive program that could more adequately meet the needs of the individual student. Some specific advantages to the instruction that would exist are as follows:

1. No student would be locked in a course for a year or even a semester.
2. More courses could be offered.
3. Courses designed to meet specific interests of students could be compacted into 12-week non-sequential units..
4. Courses that do not adapt themselves as well to the traditional school year, such as field biology, ecology, surveying, scuba diving, sailing, nature study and numerous others, could be offered.
5. The concept of education outside the walls of the schoolhouse could be implemented in the Vocational Education department through short-term courses in a specific skill followed by on-the-job practical experience.
6. The kind of flexibility necessary to promote a good vocational program would be possible, in that students could be in school part time and on the job part time and still graduate with their peers if they attended school year round.
7. Students who hesitate taking the more challenging courses might attempt them if they knew they weren't locked-in for a year and as a result of failure, be denied graduating with their peers.
8. Acceleration or remediation would be possible if space were available in any class.
9. Drop-outs would be encouraged to continue study if they could enroll in courses designed to meet their interests, abilities and needs rather than in the traditional year course which covers all segments of a particular subject. In addition, the fact that they could work part time and attend school part-time for the full year and graduate with their peers would encourage them to continue.
10. Breaking courses out of sequence would give students much more selection of courses – Atlanta, for example, offers 50 or more courses in English rather than the typical eight semesters we find in many schools.
11. Compacting courses in 12-week units permits organizing them so that a student gets the "real meat" of the course. Watering down of courses could be avoided.
12. Schools would be open all year, thus increasing the possibility of student and adult use of facilities, such as the Learning Center, even when not enrolled.
13. Students could pursue subjects in greater depth.
14. The flexibility of a Year-Round School Program permits students to carry on research projects year round.
15. Opportunities for enrichment programs would be more possible.
16. Courses could be more structured to student levels of achievement.
17. Money now put into brick and mortar, textbooks and equipment to meet the needs of the entire student body in nine months could be funneled into additional, updated equipment.
18. Students could transfer into the District four times a year instead of the present one or two times. This would eliminate transferring into the middle of a semester or year with the hope of "catching on."
19. Students whose families habitually take extended Florida vacations in the middle of winter could enroll in other quarters.
20. Transition into a Year-Round School Concept would increase potential for making curriculum relevant.
21. Removal of arbitrary grade lines can be implemented more readily; and, hence, the educationally unsound assumption that each student is as ready and as interested as the next student at each level would no longer exist.
22. More frequent evaluation of the student is built-in within the four-quarter system.
23. Students forced to be absent because of long periods of illness could resume their studies in one of the remaining quarters. They would not be forced to drop out for the semester or the year.

DESIGN FOR CHANGE

To achieve the advantages presented calls for a complete restructuring of the secondary program of instruction. The year would be divided into four equal quarters in accordance with the calendars presented in Chapter 3. Each quarter in each subject area would be an autonomous unit except where the inherent nature of the course demands that it be sequential. Much debate exists among educators as to the feasibility of non-sequential courses. However, Atlanta, Georgia has through its actual implementation of non-sequential courses proved that in most subject matter areas it is not only possible but also desirable. The advantages of the four-quarter plan over the present traditional program become more apparent through a look at curriculum as it would exist under a traditional school year as compared to a program under the four-quarter plan proposed. In order to make the comparison, it was first necessary to project growth per course.

Table IV presents the '69-'70 secondary curriculum with the projected growth per course for the next four years. Table V is based on the projected figures of Table IV for only 1970-1971 and presents the courses, the number of sections needed and the teachers required to meet that need under a traditional program. Tables VI and VII are hypothetical examples of curriculum in two areas of study under a four-quarter plan. Hypothetical illustrations are used because no program could or should be authoratively imposed on a faculty, student or the community without their involvement – this action will be pursued in a later phase of the study. A hasty perusal of Table V as compared to Tables VI and VII provides convincing proof that the four-quarter plan has advantages over the present unimester or bimester system.

TABLE IV
EXTENDED SCHOOL YEAR
PROJECTED CLASS ENROLLMENT*

FULL YEAR COURSE	Total Enrollment 853		Total Enrollment 997			Projected Total Enrollment 1737	Projected Total Enrollment 2450	Projected Total Enrollment 2719	Projected Total Enrollment 2838
	1968-69 Enrollment	% of student body	1969-70 Enrollment	% of student body	2 year Avg.% of student body	1970-71 Enrollment	1971-72 Enrollment	1972-73 Enrollment	1973-74 Enrollment
Language Arts									
Speech	78	9.1%	130	13%	11.05	144	203	225	235
Journalism	27	3.2%	31	3.1%	3.1	40	57	63	66
English 9 Total	227	26.6%	307	30.8%	28.7	374	528	585	611
Basic	34	15%	49	16%	15.5	58	82	91	95
Regular	163	71.8%	227	73.9%	72.0	269	380	421	440
Honors	30	13.2%	31	10.1%	11.6	43	61	68	71
English 10 Total	210	24.6%	244	24.5%	24.5	319	319	500	522
Basic	22	10.5%	27	11.1%	10.8	34	34	54	56
Regular	145	69%	169	69.3	69.0	220	220	345	360
Honors	43	20.5%	48	19.6%	20.0	64	64	100	104
Basic Cont. Lit. 12	0		16	1.6%	89.0	12	16	18	19
Basic Lit - 11th	50	5.9%	22	2.2%	4.0	52	74	81	85
ONE SEMESTER COURSES									
Creative Writing	0		30	3%	1.5%	20	28	31	32
Mass Media			98	9.8%	4.9%	64	90	100	104
Novel	54	6.3%	87	8.7%	7.5%	98	138	153	160
World Lit.	0		192	19.3%	9.7%	126	178	198	207
Dramatics	32	3.8%	26	2.6%	3.2%	42	59	65	68
Honors Composition	28	3.3%	243	24.4%	13,8%	180	254	281	294
English Lit.									
Regular	122	70.5%	152	74.1%	72.3%	193	273	302	315
Honors	51	29.5%	53	25.9%	27.7%	74	104	116	121
Foreign Language									
French I.	60	7%	52	5.2%	6.1	79	112	124	130
French II.	51	6%	40	4%	5.0	65	92	102	106
French III.	23	2.7%	24	2.4%	2.5	33	46	51	53
German I.	42	4.9%	51	5.1%	5.0	65	92	102	106
German II.	35	4.1%	34	3.4%	3.7	48	68	75	79
German III.	0		12	1.2%	.06	8	11	12	13
Spanish I.	36	4.2%	47	4.7%	4.4	57	81	90	94
Spanish II.	22	2.6%	28	2.8%	2.7	35	50	55	57
Science									
Basic Natural Sc.	82	9.6%	57	5.7%	7.6	99	140	155	162
Earth Science	0		64	6.4%	3.2	42	59	65	68
Biology Total	169	19.8%	193	19.4%	19.6%	255	360	400	417
Regular	149	88.2%	162	83.9	86.2	219	310	345	359
Honors	20	11.8%	31	16.1%	13.9	35	50	55	60
Chemistry	125	14.7%	144	14.4%	14.5	188	267	296	309
Basic Phys. Sc.			25	2.5%	1.3	17	24	27	28
Physical Sc.	86	10.1%	33	3.3%	6.7	87	123	136	143
Physics	27	3.2%	29	2.9%	3.1	40	57	61	66
Seminar	0		28	2.8%	1.4	18	26	29	30

TABLE IV
EXTENDED SCHOOL YEAR
PROJECTED CLASS ENROLLMENT*

FULL YEAR COURSE	1968-69 Enrollment (Total Enrollment 853)	% of student body	1969-70 Enrollment (Total Enrollment 997)	% of student body	2 year Avg.% of student body	1970-71 Enrollment (Projected Total Enrollment 1737)	1971-72 Enrollment (Projected Total Enrollment 2450)	1972-73 Enrollment (Projected Total Enrollment 2719)	1973-74 Enrollment (Projected Total Enrollment 2838)
VOCATIONAL EDUCATION									
Full Year Course									
Industrial Arts									
Mechanical Draw. I	89	10.4%	84	8.4%	9.4	122	173	192	200
Mechanical Draw.II	45	5.3	27	2.7%	4.0	52	74	82	85
Mech. Draw.III&IV	0		28	2.8%	1.5	20	28	31	32
Business Ed.									
Shorthand	39	4.6%	21	2.1%	3.4	44	62	69	72
Typing I.	117	13.7%	116	11.6%	12.7	165	233	259	270
Typing II.	62	7.3%	34	3.4%	5.4	70	99	110	115
Bookkeeping	54	6.3%	32	3.2%	4.8	63	88	98	102
Retailing	20	2.3%	30	3%	2.6	34	48	53	55
Introduction to Business	23	2.7%	60	6%	4.4	57	81	89	94
Social Studies									
World Cultures Total	124	14.5%	301	30.2%	22.0	287	404	449	468
Basic	0		47	15.6%	8.0	23	32	36	37
Regular	102	82.3%	203	67.4%	75.0	215	303	337	351
Honors	22	17.7%	51	17%	17.3	50	70	78	81
U.S.History Total	238	27.9%	332	33.3%	30.6	398	562	624	651
Basic	22	9.2%	60	18.1%	13.6	54	76	85	89
Regular	162	58.1%	223	67.2%	67.6	269	380	422	440
Honors	54	22.7%	49	14.7%	18.7	74	105	117	122
Government Total	103	12.1%	216	21.7%	16.7	218	307	341	356
Basic	22	21.4%	18	8.3%	15.0	33	46	51	53
Regular	81	78.6%	156	72.2%	75.4	164	231	257	268
Honors	0		42	19.5%	9.0	20	28	31	32
One Semester Courses									
Psychology	0		130	13%	6.5%	85	119	132	138
Sociology	29	3.4%	64	6.4%	4.9%	64	90	100	104
Economics	29	3.4%	23	2.3%	2.9%	38	53	59	62
Afro Asian Studies	0		25	2.5%	1.8%	23	33	37	38
FULL YEAR COURSE									
Mathematics									
Basic Math I	23	2.7%	30	3%	2.8	36	51	57	60
Basic Math II	17	2%	20	2%	2.0	26	37	53	55
Algebra/Math I	100	11.7%	134	13.4%	12.7	165	233	259	270

TABLE IV
EXTENDED SCHOOL YEAR
PROJECTED CLASS ENROLLMENT*

FULL YEAR COURSE	Total Enrollment 853		Total Enrollment 997			Projected Total Enrollment 1737	Projected Total Enrollment 2450	Projected Total Enrollment 2719	Projected Total Enrollment 283[illegible]
	1968-69 Enrollment	% of student body	1969-70 Enrollment	% of student body	2 year Avg.% of student body	1970-71 Enrollment	1971-72 Enrollment	1972-73 Enrollment	1973-74 Enrollment
Algebra/Math II	64	7.5%	72	7.2%	7.3	95	134	149	155
Algebra	03	12.1%	158	15.8%	13.6	177	250	277	289
Geometry	13	13.2%	163	16.3%	14.8	193	272	302	315
Advanced Algebra	78	9.1%	64	6.4%	8.0	104	147	163	170
Advanced Math I - II	25	2.9%	52	5.2%	4.5	59	83	92	96
Home Economics I	43	5%	58	5.8%	5.4	70	99	110	115
Home Economics II.	17	2%	19	1.9%	2.0	26	37	41	43
Art I	60	7%	56	5.6%	6.3	82	116	128	134
Art II.	29	3.4%	27	2.7%	3.1	40	57	63	66
Art III, IV.	17	2%	17	1.7%	1.9	25	35	39	40
Auto Service I.	45	5.3%	55	5.5%	5.4	70	99	110	115
One Semester Courses									
Arts & Crafts	29	3.4%	31	3.1%	3.2%	42	59	65	68
Personal Typing	41	4.8%	105	10.5%	7.8%	102	143	159	166
Marketing & Sales	38	4.5%	68	6.8%	5.7%	74	105	116	121
Business Law	30	3.5%	40	4%	3.8%	50	70	77	81
Office Machines	0		26	2.6%	1.3%	17	24	27	28
Auto/Ref.	22	2.6%	103	10.3%	6.5%	85	119	133	138
Int/Auto	19	2.2%	25	2.5%	2.4%	31	44	49	51
Auto Elect	0		28	2.87	1.4%	18	26	29	30
Full Year Courses									
Physical Ed.									
Girl's P.E. 9	113	13.2%	214	21.5%	17.4	227	320	355	370
Girl's P.E. 10	138	16.2%	151	15.1%	15.7	205	289	320	334
Boy's P.E. 9	117	13.7%	215	21.6%	17.7	231	325	361	377
Boy's P.E. 10	163	19.1%	148	14.8%	16.9	220	311	345	360
Music									
Girl's Vocal	77	9%	85	8.5%	8.7	113	160	177	185
Band	120	14.1%	140	14%	14.0	182	257	285	298

* Based on all known approved and pending projects

TABLE V

EXTENDED SCHOOL YEAR

MASTER SCHEDULE - 1970 - 1971

Based on Approved and Pending Projects
Projected Population - 1737

SUBJECT	Total No. of Students	Total No. of Sections *	Total Number of Teachers Required
LANGUAGE ARTS			
Full Year Courses			
Speech	144	6	1 1/5
Journalism	40	2	2/5
English 9			
Basic	58	3	3/5
Regular	269	9	1 4/5
Honors	64	3	3/5
English 10			
Basic	34	2	2/5
Regular	220	8	1 3/5
Honors	64	3	3/5
Basic Literature 11	52	2	2/5
One Semester Courses			
Creative Writing	20	1	1/5
Mass Media	64	3	3/5
Novel	98	4	4/5
World Literature	126	5	1
Dramatics	42	2	2/5
Honors Composition	180	7	1 2/5
English Literature			
Regular	193	7	1 2/5
Honors	74	3	3/5
Total Number of Course Offerings - 17			
SOCIAL STUDIES			
Full Year Courses			
World Cultures			
Basic	23	1	1/5
Regular	215	8	1 2/5
Honors	50	2	2/5
U.S.History			
Basic	54	2	2/5
Regular	269	9	1 4/5
Honors	74	3	3/5

* Number of sections are based on the present teacher-pupil ratio per class.

Government			
Basic	33	2	2/5
Regular	164	6	1 1/5
Honors	20	1	1/5
One Semester Courses			
Psychology	85	3	3/5

TABLE V

SUBJECT	Total No. of Students	Total No. of Sections	Total Number of Teachers Required
Sociology	64	2	2/5
Economics	38	2	2/5
Afro-Asian Studies	23	1	1/5
Total Number of Course Offerings	13		
MATHEMATICS			
Full Year Courses			
Basic Mathematics	36	2	2/5
Basic Mathematics II	26	1	1/5
Algebra/Math I	165	6	1 1/5
Algebra/Math II	95	4	4/5
Algebra	177	6	1 1/5
Geometry	193	7	1 2/5
Advanced Algebra	104	4	4/5
Advanced Math I - II	59	2	2/5
FOREIGN LANGUAGE			
Full Year Courses			
French I	79	3	3/5
French II	65	3	3/5
French III	33	2	2/5
German I	65	3	3/5
German II	48	2	2/5
Spanish I	57	2	2/5
Spanish II	35	2	2/5
SCIENCE			
Full Year Courses			
Basic Natural Science	99	4	4/5
Earth Science	42	2	2/5
Biology			
Regular	255	9	1 4/5
Honors	35	2	2/5
Chemistry	188	7	1 2/5
Basic Physical Science	17	1	1/5
Physical Science	87	3	3/5
Physics	40	2	2/5
Seminar	18	1	1/5
VOCATIONAL EDUCATION			
Full Year Courses			
Mechanical Drawing I	122	5	1
Mechanical Drawing II	52	2	2/5
Mechanical Drawing III - IV.	20	1	1/5
Shorthand	44	2	2/5
Typing I	165	5	1
Typing II	70	2	2/5
Bookkeeping	63	3	3/5
Retailing	34	2	2/5
Introduction to Business	57	2	2/5
Home Economics I	70	3	3/5
Home Economics II	26	1	1/5
Art I	82	3	3/5

TABLE V

SUBJECT	Total No. of Students	Total No. of Sections	Total Number of Teachers Required
Art II	40	2	2/5
Art III - IV.	25	1	1/5
Auto Service	70	3	3/5
One Semester Courses			
Art & Crafts	42	2	2/5
Personal Typing	102	3	3/5
Marketing and Sales	74	3	3/5
Business Law	50	2	2/5
Office Machines	17	1	1/5
Auto/Ref	85	4	4/5
Int/Auto	31	2	2/5
Auto/Elect	18	1	1/5
PHYSICAL EDUCATION			
Full Year Courses			
Girl's P.E. 9	227	6	1 1/5
Girl's P.E. 10	205	5	1
Boy's P.E. 9	231	6	1 1/5
Boy's P.E. 10	220	6	1 1/5
	113	4	4/5
MUSIC			
Girl's Vocal	113	4	4/5
Band	182	3	3/5
			56

TABLE VI

Language Arts Department
(a non-graded program)
Projected Enrollment per quarter - 1300
Hypothetical Illustration of Language Arts Curriculum under Extended School Year Four Quarter System

1st Quarter			2nd Quarter			3rd Quarter			4th Quarter		
Course No.	Subject	Phase Level	Course No.	Subject	Phase Level	Course No.	Subject	Phase Level	Course No.	Subject	Phase Level
100	Reading Skills	1	101	Language Skills	1	100	Reading Skills	1	101	Language Skills	1
102	Old West	1-2	103	Narrative Poetry	1-2	102	Old West	1-2	103	Narrative Poetry	1-2
104	Mass Media I	1-2	105	Types of Literature	1-2	104	Mass Media I	1-2	105	Types of Literature	1-2
106	Short Stories	1-2	107	Rock and Writing	1-5	106	Short Stories	1-2	107	Rock and Writing	1-5
109	Word Skills	1-2	110	Science Fiction	1-2	109	Word Skills	1-2	110	Science Fiction	1-2
111	Composition I	1-3	112	Creative Writing I	1-3	111	Composition I	1-3	112	Creative Writing I	1-3
113	Speech I	1-5	114	Speech II	1-5	113	Speech I	1-5	114	Speech II	1-5
200	Individualized Reading	2-5	201	Nobel Prize Winners	2-5	200	Individualized Reading	2-5	201	Nobel Prize Winners	2-5
202	Now Poetry	1-4	203	Speed Reading	2-5	202	Now Poetry	1-4	203	Speed Reading	2-5
204	World Literature	2-5	205	Office Practice- On job Training	2-5	204	World Literature	2-5	205	Office Practice - On job Training	2-5
206	Journalism I	2-5	207	Broadcast Production	2-5	206	Journalism I	2-5	207	Broadcast Production	2-5
208	Communication Skills	1-5	209	Occupational Language Skills	2-5	208	Communication Skills	1-5	209	Occupational Language Skills	2-5
210	Mythology	2-5	211	Dramatics I	2-5	210	Mythology	2-5	211	Dramatics I	2-5
300	Independent Study	3-5	301	Journalism II	3-5	300	Independent Study	3-5	301	Journalism II	3-5
302	Listening Skills	1-5	303	Developing the Term Paper	2-5	302	Listening Skills	1-5	303	Developing the Term Paper	2-5
304	Modern American Lit.	2-5	305	Modern English Lit	2-5	304	Modern American Lit.	2-5	305	Modern English Lit.	2-5
306	Dramatics II	3-5	307	Mass Media II	2-5	306	Dramatics II	3-5	307	Mass Media II	2-5
308	Creative Writing II	3-5	309	Debate I	1-5	308	Creative Writing II	3-5	309	Debate I	1-5
400	Debate II	1-5	401	Critical Reading	3-5	400	Debate II	1-5	401	Critical Reading	3-5
402	Humanities I	3-5	403	Humanities II	3-5	402	Humanities I	3-5	403	Humanities II	3-5
404	Advanced Composition	3-5	405	Modern Thought in Lit.	3-5	404	Advanced Composition	3-5	405	Modern Thought in Lit.	3-5
500	Independent Study	3-5	500	Independent Study	3-5	500	Independent Study	3-5	500	Independent Study	3-5
501	Advanced Placement	5	501	Advanced Placement	5	501	Advanced Placement	5	501	Advanced Placement	5

Group A - 1st, 2nd,3rd quarter of attendance
Group B - 1st, 3rd, 4th quarter of attendance
Group C - 2nd, 3rd, 4th quarter of attendance
Group D - 1st, 2nd, 4th quarter of attendance

Schedule offers all four quarter groups the identical opportunities (a total of 46) in course selection.

TABLE VII

Social Studies Department
Projected Enrollment per Quarter - 1112
Hypothetical Illustration of Social Studies Curriculum Program with 2 year Requirement under Four Quarter System

Recommended Required*

Block I

Grade 10-11

Course No.	Course
200	Changing America
201	American Foreign Policy
202	Economic Evolution
203	American Politics
204	Problems in Democracy
205	American Reform Movement

Block II

Grade 11-12

Course No.	Course
300	Constitutional Basis of American Government
301	Local Government (Mini Course)
302	The Balance of Power
303	Interpreting the Law
304	Comparative Governments
305	Legislators and Legislation
306	The Making of a President (Mini Course)
307	Urban Crisis (Mini Course)

* Any 3 - six week courses in each block
Any 2 six week courses plus 2 mini courses.

Electives - Grades 9 - 12

1st Quarter		2nd Quarter		3rd Quarter		4th Quarter	
Course No.	Course	Course No.	Course	Course No.	Course	Course No.	Course
100	World Leaders	101	Anthropology	100	World Leaders	101	Anthropology
101	Economic Geography	103	Economic Culture	101	Economic Geography	103	Economic Culture
104	World Culture I	105	World Culture II	104	World Culture I	105	World Culture II
206	The Technological Age	207	Labor Management Relations	206	The Technological Age	207	Labor Management
208	Decision Making	209	The Technological Age	208	Decision Making	209	The Technologica Age.
308	Psychology I	309	Psychology II	308	Psychology I	309	Psychology II
310	Sociology I	310	Sociology II	310	Sociology I	310	Sociology II
311	Independent Study	311	Independent Study	311	Independent Study	311	Independent Stud
312	Dissent in America	313	Afro-American Relations	312	Dissent in America	313	Afro-American Relations
314	Asian-American Relations	314	Latin-American Relations	314	Asian-American Relations	314	Latin-American Relations
400	Political Sc. I	401	Political Sc. II	400	Political Sc. I	401	Political Sc. II
402	Economics I	403	Economics II	402	Economics I	403	Economics II
404	Field Study I	405	Field Study II	404	Field Study I	405	Field Study II
406	Comparative Reading	407	European Economics	406	Comparative Reading	407	European Economic
500	Advanced Placement	500	Advanced Placement	500	Advanced Placement	500	Advanced Placemen

Assignment to course based on Reading ability, aptitude, counseling service.

As indicated in Table V the projected High School population for '70-'71 is 1737. This would mean that approximately 1300 students would be in the secondary building at all times. Since all students are required (or encouraged to the extent of required) to take four years of English, a minimum of 1300 would be enrolled in English each quarter. This would permit (on a 25 to 1 teacher-pupil ratio and within the bounds of the present teacher contract with the limitations of three preparations per teacher) 23 courses or more to be offered each quarter (as illustrated in Table VI) with entrance into all courses dependent on the individual reading of the child, the advice of the counseling department and the recommendations of the English Department. The non-graded elective course concept has already been expressed as the department's choice should we move to an extended school year program.

In Table VI, course numbers indicate degree of difficulty even though all courses are open to all students. Phase Level refers to the reading level of the student.

Phase 1–5th or 6th grade reading level
Phase 2–7th or 8th grade reading level
Phase 3–9th or 10th grade reading level
Phase 4–11th or 12th grade reading level
Phase 5–College level

Table VII illustrates a typical areawhere a limited (2-year) requirement exists. In this case, the enrollment can only be estimated on the basis of enrollment in a traditional program. However, with the courses divided into specific concepts, interest in the area could be increased to the extent that the traditional enrollment figure would become meaningless. In Table VII, 2 years of required courses with some options are indicated because of state law and department choice of direction. Under our proposal all courses would be given a phase level in order to provide the potential for all students to succeed. Again the advantages to the student can be seen.

Since the junior high school tends to be departmentalized, the same type of hypothetical example could be given.

VOCATIONAL EDUCATION PROGRAMS

Perhaps one of the biggest advantages of the Year-Round School lies in the possibility of improvement of the vocational education program and therefore a separate section of the chapter is devoted to it. The Northville Public Schools has at present little to offer the vocationally oriented student. This segment of the school population has no recourse other than to pursue academic programs in which they have little or no interest, drop out of school, find any job to provide the cash to buy a car on which they can spend hours – even when absent from school. The meager offerings in the present vocational program cannot be geared to preparation for jobs because of the inflexibility of the unimester structure. The present program for example, demands that the vocational education student take a class for a full year in which he is expected to fulfill all requirements of the course regardless of his ability. The cry of many vocational education people is that the students sent to them are not qualified. Counselors are forever concerned about where to put these students – nobody really wants them enrolled in a course; yet, almost any of those students could learn "motor tune-up" and "brake-adjustment" and be prepared to take a job even though they couldn't rebuild a clutch or understand electromagnetism. The Year-Round School Program has the flexibility that permits:

1. A shifting between work and school.
2. The short-term concentrated courses can be adapted to preparation for a single skill which then can be used "on the job".
3. The potential for movement in and out of school enhances the opportunities for this segment of our population to continue an educational program which is meaningful to them.
4. An initial course can be offered to all students in a particular vocational area, such as machine shop and then a student could pursue two or more quarters in this area if his interest lies there; if it doesn't, he can seek another area.
5. Vocational subjects can be broken down easily to fit the four-quarter plan.
6. Intensive training for students would permit them to graduate with a salable skill.
7. Holding power of a school would be increased.
8. Less teacher-time is needed as students move on the job.

The vocational area adapts itself readily to the non-sequential short duration courses that could be adopted in a four-quarter plan.

It is the consensus of the study committee that the quarter plan has much to offer in providing a better educational program at the secondary level.

IMPLEMENTATION AT THE SECONDARY LEVEL

Implementation of the Year-Round School proposal can be effected through the concerted effort of staff, students, community and administration. Should the decision of the Board of Education be to implement Year-Round School, then communication lines must be kept open and available at all times in order to prevent conflict, confusion or general misunderstanding from creating barriers that would deter the success of the program.

The means for change are available in today's society. Implementing any concept of Year-Round School must have been an incredible task in prior cycles of history, and perhaps this factor alone can account for the early death of some programs and the failure to launch others. In today's society computers can do more scheduling in one hour than (as one person put it) a coliseum of administrators could do in years. Teachers and administrators today have the expertise to carry on the program. Communities are more educated to change, students want to be involved, and colleges can provide guidelines since the four-quarter plan is not uncommon to them.

The task is colossal but possible. An overview of the job facing a District planning to implement the proposal includes the following:

SECONDARY LEVEL

1. Set up a time-table for transition.
2. Set up the organizational pattern.
3. Survey the student body to determine interests in each subject area.
4. Establish the curriculum offerings in each area.
5. Adopt a number system for all courses.
6. Establish a phase level for all courses.
7. Design 6-week or mini-courses non-sequential study-guides for each subject, making certain

they allowed for the freedom and initiative of the teacher in the learning situation. The line of action in the production of guides would be 1) committees composed of staff and students would develop the guides; 2) the curriculum department would function in an advisory capacity; 3) the principals would act as a review board to make recommendations; 4) the Superintendent and Board of Education would have power to approve or recommend changes.

8. Determine and in some cases develop the instructional materials necessary.
9. Catalog all courses, and set up graduation requirements.
10. Develop a master schedule along with procedures for scheduling.
11. Replace the Carnegie unit with the credit hour system.
12. Revise all present records in accord with the four-quarter system.
13. Create a report card to accommodate the four-quarter system.
14. Provide the means by which teachers and administrators could accommodate to the change – inservice workshops, visitations to other districts, release time, etc.
15. Change and/or adopt Board of Education policies to coincide with conducting an Extended School Year program.

Those responsible for this feasibility study assume that should a District launch on an Extended School Year program, current state laws that conflict with the concept would be changed to facilitate such action. We further assume that the State Department of Education, the Michigan Education Association and accrediting agencies would cooperate to make implementation possible. There seems to be no doubt that all these agencies would cooperate to make possible the implementation since all have taken a supportive stand on the concept or have in the past cooperated wherever districts have initiated innovative programs. (Refer to Chapter 8 for goals, procedures and budget for implementation.)

EFFECT OF EXTENDED SCHOOL YEAR ON THE ELEMENTARY PROGRAM

Obviously, the greatest challenge in implementing a Year-Round School Program at the elementary level will be in the reorganization and revision of curriculum. The existing traditional program is not unlike most traditional programs in that it is graded, self-contained teaching is most common, grade level basal programs pretty much determine the curriculum, children are promoted or fail at the end of a year's work and if they fail they are forced to take another year at that grade level. Of course, like most systems, some team teaching does occur along with some individualization of instruction, but this is the unusual rather than the usual.

There are two directions for curriculum in which the elementary program could go. One direction for action would be to adopt Extended School Year and conduct the same program as presented under the traditional concept with students divided into four groups and attending three of the four quarters and teachers assigned to specific groups of children as illustrated in Table VIII.

TABLE VIII

Illustration of 4 quarter plan of Extended School Year.
(Not recommended by those Conducting the Study)

Teacher	Student	1st Quar.	2nd Quar.	3rd Quar.	4th Quar
*A	A	S	S	S	V
B	B	S	V	S	S
C	C	S	S	V	S
D	D	V	S	S	S

Such a plan would, as one can see from the illustration, eliminate the argument projected by some parents that children need to be with a specific teacher all year.

*A–Group 1
B–Group 2
C–Group 3
D–Group 4
S–In School
V–Vacation

However, the idea presents some problems in that 1) teachers may prefer vacations in quarters other than those assigned to them; 2) the argument that children perform more effectively under the supervision of one teacher is false according to all research; 3) the plan permits a perpetuation of the present educational program which is under fire because it fails to recognize the needs of each individual child.

A second direction for action would be to take advantage of the opportunity for change and more to a CONTINUOUS PROGRESS PROGRAM at the elementary K-5 level. As a process it would include many possibilities for organization such as team teaching, large group – small group instruction, independent study, flexible scheduling, programmed instruction and other features, all of which are parts of a continuous progress program and which facilitate movement toward individualized instruction.

In 1967 Dr. Clayton Lafferty presented the question, "What kinds of persons do we wish our schools to produce?" to a Parent-Teacher organization in the Northville District. The responses were categorized and the results indicated that parents were not interested in the schools' developing the kind of persons who had vast knowledge in any or all subject areas; rather they were interested in the schools producing children who retained their individuality, who possessed a deep sense of personal worth, and who were prepared to live effectively and happily in their environment. The continuous progress program under Extended School Year makes this goal more attainable than the traditional program.

The proposal is to start with a levels plan of curriculum reorganization in all skill subjects and work toward a final goal of totally individualized programs in all skill areas. Material would be broken into small units instead of the five giant units each child must digest in order to be promoted under the traditional program. The small units would require frequent evaluation and would encourage those children who need frequent reinforcement. No child would repeat a level, rather he would pursue other materials at the same level in order to be prepared to handle the next level. It is assumed that a child could well be at different levels in different areas. The program also assumes pre-testing to determine where a child is in every area as he enters the program. Guides would be developed for each level in each area. Program movement from one level to another would be made as it occurs rather than at the close

of the year.

Not all children at a given age would move from level to level together. Within the activities and experiences would exist various degrees of difficulty so that the less capable child would only need to master the easier but essential parts of the material while the child with greater potential would move into more challenging material. Because of the later characteristic, boys or girls would not fall into groups of children much older or much younger than themselves. For example, two fifth grade boys, one with high potential and one with lesser potential but working to his capacity might be at the same level but accomplishing completely different tasks. Cross-grading would exist but only to the extent that the child could accommodate to it.

The traditional grade requirements which often fail to challenge the better-than-average child and at the same time frustrate the less gifted would be eliminated. Standards, however, as established in the guides for each area would be maintained. Another desirable feature particularly to Northville is that with this type of organization, children would not leave the elementary school in fewer years than they would under the traditional program. The public has registered strong objection to accepting any program that would permit students to graduate at an earlier age except in unusual cases.

Research indicated children in continuous progress programs are happier and make better progress due to the absence of pressures encountered in the traditional school with grade standards.

The projected enrollment for '70-'71, '71-'72, '72-'73, '73-'74 for the Northville Public Schools is presented in Table IX.

NORTHVILLE PUBLIC SCHOOL
NORTHVILLE, MICHIGAN
EXTENDED SCHOOL YEAR
Table IX
Projected Enrollment for 1970-1973 School Year

Grade Level	1969-70 Total Enrollment per year	1970-71 Total Enrollment per year 2211/1658	1970-71 Total Enrollment per quarter	1971-72 Total Enrollment per year 2992/2244	1971-72 Total Enrollment per quarter	1972-73 Total Enrollment per year 3096/2322	1972-73 Total Enrollment per quarter	1973-74 Total Enrollment per year 2852/2139	1973-74 Total Enrollment per quarter
Total		Total In		Total In		Total In		Total In	
Kdg. 212	324	243	368	276	285	214	231	173	
1st 231	352	264	460	345	427	320	293	220	
2nd 217	384	288	519	389	544	408	457	343	
3rd 233	354	266	550	413	603	452	574	431	
4th 243	410	308	520	390	634	476	633	475	
5th 250	387	290	575	431	603	452	664	498	

According to Table IX the projected growth for '70-'71 would require 3 to 4 classes per quarter for each grade level under a traditional instructional program operating on Extended School Year (at a 25 to 1 teacher-pupil ratio; 1971-1972 would require 4 to 6. The number of teachers necessary for grades K-5 would be 22 in '70-'71 and approximately 30 in '71-'72. Children would still need to make six giant steps to qualify for promotion to the Junior High under the traditional instructional concept. Under a levels program each building could have as many as 22 levels or variations of levels in '70-'71 or 30 in '71-'72 with children making the respective number of small steps to qualify for promotion to the Junior High. Certainly this would permit greater individualization of instruction and would facilitate movement into a totally individualized program. The rationale for starting with the levels plan and working toward total individualization was that gradual implementation is always more palatable to Northville.

Advantages of adoption of the Proposal to the Northville Public Schools are as follows:

1. Enhancement of the child's self concept since he would not face failure of a year's work and would experience continuous small successes at the close of each segment of the study guide.
2. The Levels plan could increase individualization and act as the stepping stone to complete indivisualization.
3. The needs of ALL CHILDREN could be more effectively met.
4. We could move the concept of education outside the school walls.
5. Acceleration and remediation are built into the learning experiences so no child is segregated from his peers.
6. Children out of school because of illness could easily accommodate to return without feeling the pressures of months of work hanging over their heads.
7. Children transferring into the District could do so with ease.
8. Guides plus units developed would almost insure each child's understanding of each step in the development of the skill.
9. Some of the children faced with small segments to achieve are more apt to accept the challenge.
10. Frequent evaluation would keep the parent, child and teacher well informed in the progress of the child.

IMPLEMENTATION AT ELEMENTARY LEVEL

Implementation must be effected through the concerted efforts of all. Staff and principals would be the key personnel in charge of implementation of the Continuous Progress program. The curriculum department would act in an advisory capacity. Final acceptance would rest with the Superintendent and Board of Education. The means, the material and equipment, the teacher-administrator expertise are all available. The tasks are numerous, but all research indicates the feasibility and reports the value.

Because of the nature of this proposal and because the secondary instructional program is established in phase levels, it would not be difficult to move from the elementary continuous progress program into the secondary phase level program. Tasks to be accomplished are as follows:

1. A system philosophy would need to be developed.
2. Set up a time table for transition.
3. Set up an organizational pattern for conversion – involving staff, administrators and community.
4. Develop the sequential study-guides for each area – with skills specifically spelled out.
5. Break down guides into small units which permit frequent evaluation and reinforcement.
6. Develop the instructional materials in terms of

behaviorial objectives which will be necessary to fulfill the guide requirements.

7. Develop the reinforcement material for each level in order that a child never need repeat the same material in order to achieve an objective.
8. Determine the means of measurement to be used for pre and post testing in order to program the child at his level-need at each phase in the program.
9. Develop a report card appropriate to the plan and parent letter forms needed to keep the parent informed.
10. Develop a community resource guide.
11. Develop system-wide teacher charts which would show the specific progress of each child in each area.
12. In-service programs plus teacher-principal visitations to other Districts using the concept.

(Refer to Chapter VIII for conversion, rationale, plans and transition cost.)

SECOND THOUGHTS BY NORTHVILLE

Although the grant proposal specifies a K-12 four-quarter plan, we now do not believe that the four-quarter plan is as feasible at the K-3 age level as we had initially thought. We would, however, recommend retention of the fourth quarter at this level primarily to meet the needs of those children who could benefit by additional weeks in school. The children referred to in the preceding statement would be culturally deprived children and those children not capable of achieving a reasonable number of levels or specific skills within the regular school year. Under the plan no set number of weeks for each child would be required – the child needing an additional three weeks would be in attendance just that long; a child needing four weeks would attend that length of time.

In reality, the most costly programs, buildings, etc. are at the secondary level. Savings on a four-quarter Extended School Year plan at the K-3 levels are small in comparision. Furthermore, some of the monetary savings realized through adoption of the Extended School Year concept might well be invested in the program suggested, since all research indicates that it is at this age level that the future attitudes and achievement in a child's education are set.

Rationale for this stand is based on the following:

1. K-3 children are more apt to get "underfoot" in their homes during the long winter months.
2. Year-Round rcreational programs are more limited at the K-3 age-level.
3. The public as a whole would be more likely to adopt the Extended School Year Concept.
4. Whether a child is capable of handling his future educational experiences is dependent on his achievement at the K-3 level.
5. Summer time is the most desirable time for these children to be outdoors.
6. Mother frustration would be lessened.

EFFECT ON STAFF UTILIZATION

The teacher is the catalyst for change in an educational program; therefore, the effect of the Extended School Year Concept on the teacher is of deep concern to those pursuing the study.

It is only reasonable to accept the fact that on a "per pupil" basis under the four-quarter plan fewer teacher positions would be necessary. However, over the extended year the number of teacher hours and the amount of money allocated to salaries should be no different under a traditional system than under the 4-quarter system. Over a period of years, some financial savings could be realized in fringe benefit payments.

An advantage to teachers of the quarter plan of Extended School Year is that it offers potential for full year employment. Long has the public cry against increased salaries for teachers been reiterated based on the argument that they are employed only nine months of the year. The part-time job argument has been used even more frequently since Master Contracts have been negotiated. For years teachers have been striving to categorize themselves as professionals. We would submit that the Year-Round School Concept can do much to focus a favorable eye on teaching as a profession and teachers as full-time personnel.

There are those who claim that Extended School Year can never become a reality because teachers will never accept the concept. Conclusions of the New York study prove otherwise. 25

Others submit that teacher efficiency would decrease. Again, conclusions of the New York study negate this.26Any Extended School Year program would allow a 4 week vacation for staff, assuming the teacher taught all 4 quarters, which is as much or more than the average person in the work or professional world would get.

Another argument presented is that teachers would not be able to attend summer sessions. However, if we look at the statistics more teachers attend evening educational programs and short-term workshops than do attend summer school. In fact, the flexibility of Extended School Year would permit teachers to attend school during any one or more of the four quarters. Or perhaps, the time would be ripe under this concept to justify more adequately periodic sabbatical leave.

Travel at times other than the hot summer months would for the first time be possible under the Extended School Year Concept, or pursuing graduate work could be done at times other than the summer term.

There are, however, other implications which need to be given consideration. For example:

1. Teachers, especially those who have been in the field for some time, tend to resist change unless they are deeply involved in the change process.
2. The instructional program proposed will be demanding on teacher time and creativity and will demand intensive planning.
3. The program will necessitate more increased record keeping.
4. Final exams may become an issue.

25. "Setting the stage for lengthening School Year Programs" "A Special Report Prepared for the Governor and the Legislature of the State of New York, University of the State of New York, The State Education Department, New York, Albany March 1968 p. 111.
26. Ibid p. 112.

5. Preparation load becomes a problem with increased offerings, especially in small departments.
6. Teachers would under the proposed instructional program need to become more involved in counseling services.
7. Computor knowledgeability will be necessary.
8. Departments will become more meaningful as philosophy, guides, materials, scheduling need to be accomplished.
9. Adjusting to new methods, new organizational patterns may be difficult.
10. Individualization of instruction will place additional work and adjustment on the teacher who has lived her world of teaching in a self-contained classroom.

With the expertise of today's teachers, there should be no doubt but what the tasks can be met. The result will be better staff morale because the satisfactions experienced will more than offset the teacher problems created by an Extended School Year Program.

(For direct teacher reaction to the Year-Round School Concept see Chapter 7.)

EFFECT OF YEAR-ROUND SCHOOL ON STUDENTS AND THE COMMUNITY

Communities will no longer content themselves with idle observations of the educational programs of school districts. Perhaps this is a direct result of the change in the teacher-image brought about by negotiations, militancy or the "new-breed". Perhaps it's the result of the high cost of education, parent knowledgeability in the area of education. Nevertheless, the writing is on the wall – community involvement is a necessary ingredient in the operation of public schools today. This is especially true where change is anticipated. PEOPLE bring about change and they function only at their lowest level in an atmosphere that threatens. Recognizing this factor, those responsible for the study considered community involvement as a major focus from the moment of the inception of the study. They also realize that their eagerness and enthusiasm for the Year-Round School Program must be diligently controlled at all times in order that they not impose on a community decisions which the community is not prepared to support.

The role of the community has taken four directions; 1) to supplement efforts of the staff and administration in the study through committees set up for the study, 2) to assist in developing community understanding for the concept, 3) to feed back community reactions, 4) to be involved in the accountability aspects of the study.

That the community be an integral part of the study is of extreme import since much of the effort is directly or indirectly related to them.

The Extended School Year Concept can result in benefits to the community as well some inconveniences. Past literature frequently reported that the Extended School Year Concept was dropped because of lack of community support, and this is understandable in the eras in which implementation was attempted. We realize that there will be inconveniences to some families but in our society we would submit that the inconveniences are decreasing, could be further decreased and that the advantages outweigh the disadvantages. (See Chapter 7)

Any Extended School Year Program would have effects on the student population as well as on the community. In this era perhaps more than in any other in our history, student involvement is a priority. Therefore, this segment of the community was involved in the study and will continue to be included in further phases. Since most of the advantages and disadvantages to students are similar to those affecting their parents, they are blocked together. (See also Chapter 7)

Some advantages under the Extended School Year Concept are as follows:

1. The concept permits new vacation opportunities.
2. Families could avoid the overcrowded and expensive summer vacation spots by traveling during the off-season at discount rates.
3. Museums, historical spots, National Parks are open year round and could better service the public if they weren't faced with a mass movement during one season of the year.
4. Vacations would be rotated so families could enjoy four-season vacations over a period of years.
5. Extended School Year would eliminate shutting down of their multi-million dollar investment in buildings and equipment.
6. Reduction in delinquency among our youth could be reduced if there were no mass exit of young people with nothing to do.
7. The cost of administering schools does not stop in the summertime – administration, maintenance, fringe benefit expenses continue.
8. Curriculum for all children would be improved. Improvement may result in less disruptive behavior especially at the secondary level.
9. Industry is shifting its attitude toward summer shut-downs and inventory while workers are on vacation. "The steel industry has long been recognized as pattern setting in the labor movement. Effective January 1, 1969, the steelworkers of America are undergoing a shift in their vacation schedules. Vacations may be scheduled any time of the year at the discretion of Management."[27] A survey of industry in Chapter 7 indicates a willingness of industry to cooperate.
10. Entrance into colleges would not be as difficult since students would be graduating four times a year.
11. Work opportunities for students would increase since only one fourth of the student body would be on vacation at one time. In fact, any four students who had the potential to do so could hold a full-time job – with one working each quarter.
12. Extended School Year could well be the catalyst for development of a recreational program to meet the needs of ALL children in the Northville District. At present a part of the District must buy into the program if they want they children to benefit.

Some inconveniences to the community and stu-

27. John D. McLain, "The Flexible All-Year School", Research-Learning Center, Clarion State College, Pennsylvania, 1969 p. 12.

dents will be the price parents will have to pay if they accept the concept.

1. The greatest fear rests with those parents whose children are in the early elementary grades. Some mothers feel that they want their young ones "out from under their feet" during those long winter months. Adoption of a four-quarter plan at the 4-12 levels and the variable for K-3 which is suggested in the instructional program for the elementary program could provide an answer to the problem and could line up additional support for the Extended School Year Concept.
2. Community resistance to any change could create problems.
3. Some transfer problems may exist, but no greater or perhaps less than the present problems.
4. Costs to the taxpayer could increase in the conversion period unless federal and/or state assistance were available.
5. Attendance of children in summer camps or church programs would be limited for some in some summer seasons.
6. Parents and students may find it difficult to accept graduation four times a year.
7. Students may at first feel that there would be interferences with their social life. However, with the increased student body because of the growing population, new friendships would soon be established.
8. Participation in recreational and extra-curricular activities could be a problem unless the problems that would occur as a result of moving into an Extended School Year Program were resolved prior to implementation.

The final decision resting with the constituency of the community will be whether they prefer to provide the necessary resources to house and educate the growing population, or whether they prefer to adopt a concept that could save money plus insure a better educational program.

EFFECT OF YEAR-ROUND SCHOOL ON THE EXTRA-CURRICULAR PROGRAM

Extra-Curricular activities at the secondary level are extremely important to the school life of the student, to the parents and to the community. A survey of our school District in 1968 indicated that two thirds of our student body participated in some extra curricular activity – whether it be band, choral, play production, forensics, debate, club activities, class organizations or athletics. Movement into an Extended School Year would not be likely to be acceptable to the student population or the community unless participation in extra-curricular activities would be assured. We would submit that all activities would need to be conducted on a year-round basis and that student participation in competitive activities must be permitted whether or not a student is in attendance in the particular quarter.

We would not schedule students in accordance with the activity in which they are interested. All students would be scheduled under the same procedure.

With this the case, some specific questions will need to be answered concerning athletic and other competitive activities.

In an interview with Allen Bush, State Director of the Michigan High School Athletic Association, the Northville School District was assured that the Association would cooperate with school districts implementing the Extended School Year concept as long as the rule changes made necessary would not provide advantages for Extended School Year districts over traditional school year districts in athletic competition.

Specific rules or interpretation of rules that would need to be clarified are as follows:

I. Section 1 (A) – A student must be enrolled in a high school (except as provided in (D) below) not later than Monday of the fourth week of the semester in which he competes.

II. Section 4 – No student, while enrolled in a four-year high school, shall be eligible to compete for more than four (4) seasons in either first or second semester athletics, or for more than three (3) seasons in either semester while enrolled in a three-year high school.

III. Section 5 – No student shall compete in any branch of athletics who has been enrolled in grades nine to twelve, inclusive for more than eight semesters. THE SEVENTH AND EIGHTH SEMESTERS MUST BE CONSECUTIVE. Enrollment in a school for a period of three weeks or more, or competing in one or more interscholastic athletic contests, shall be considered as enrollment for a semester under this Rule.

19.–Interpretations – If a student withdraws from school (is marked "left") before Monday of the fourth week of the semester, and he has not participated in an interscholastic athletic contest prior to his withdrawal, his period of attendance is not charged as a semester of enrollment.

IV. Section 7 (A) – No student shall compete in any athletic contest during any semester who does not have to his credit on the books of the school he represents at least fifteen (15) credit hours of work for the last semester during which he shall have been enrolled in grades nine to twelve, inclusive, for a period of three weeks or more, or during which he shall have taken part in any interscholastic athletic contest. V. Section 8 – No student shall compete in any athletic contest who does not have a passing grade, from the beginning of the semester to the date seven (7) calendar days prior to the contest, in studies aggregating at least fifteen (15) credit hours per week. In determining the number of hours credit work per week under this Rule, reviews and extra-curricular work, and work for which credit previously has been received shall not be counted.

In addition some problem questions not presently covered by Michigan High School Athletic Association Rules would need to be clarified.

I. Would an 8th grader coming into high school and assigned to a first quarter vacation be permitted to participate in competitive athletics?

II. Would a transfer student moving into our service area from another school but having to wait to enroll in a quarter because the previous quarter deadline entrance date has passed be permitted to play even if he isn't attending classes?

III. Would our seniors be allowed a vacation quarter and still be eligible to play?

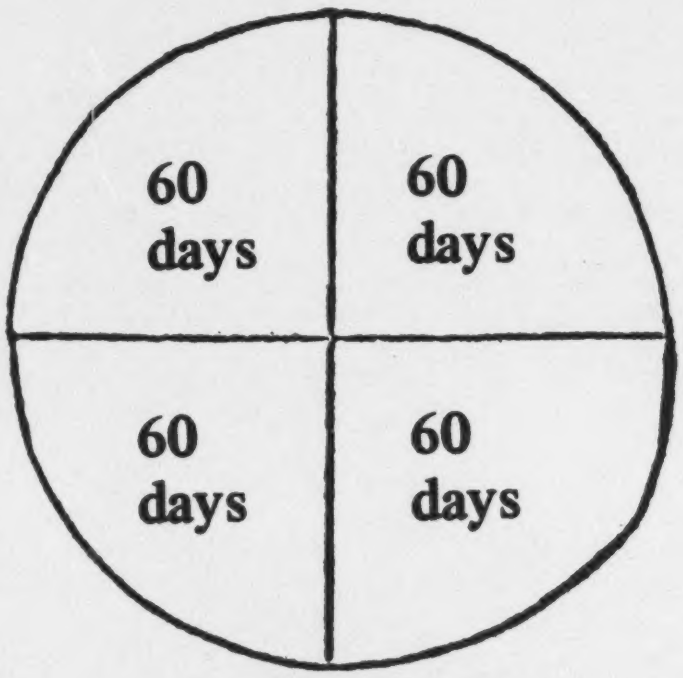
IV. If a boy has earned enough hours to graduate, could he graduate and still be eligible for the 4th quarter of athletic competition?

As implementation progresses, other rules or interpretations may create additional problems. It is hoped that since procedures for rule changes may be time-consuming, some interim action to facilitate a district implementing a Year-Round School Program will be taken by the Michigan High School Athletic Association.

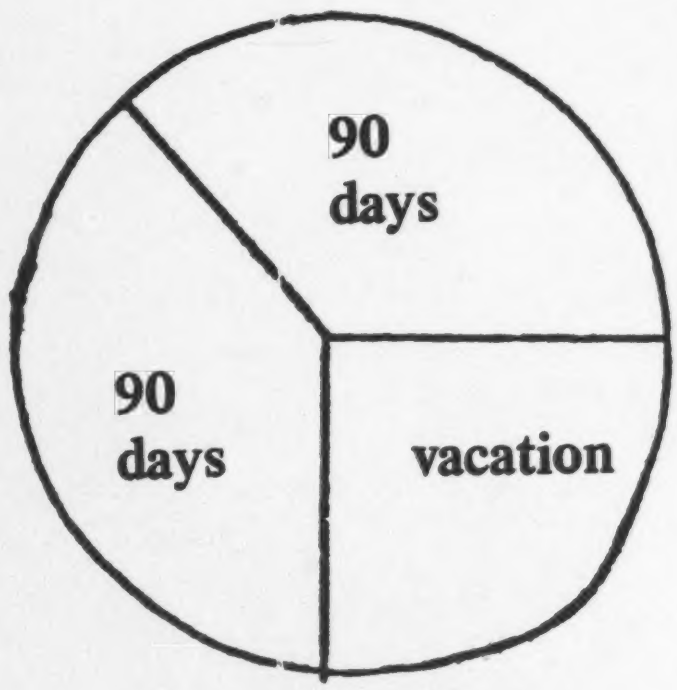
Other competitive extra-curricular programs will present similar problems. The Michigan Forensic Association operates under much the same type of rulings. The identical problem questions would exist. The cooperation of all such agencies will be necessary.

SUMMARY AND CONCLUSIONS

The implementation of a four-quarter Extended School Year plan would provide the Northville Public School District with an improved educational program because such a program has the flexibility that would make possible greater sensitivity to individual needs, provide more individualized instruction, permit the entire curriculum to be made more relevant, focus on a meaningful vocational education program, and assure greater opportunities to every child to succeed. In addition, it is our belief that the proposed revision of curriculum mist accompany a shift to the four-quarter Year-Round School Plan and that such revision can be implemented through the concerted efforts of the Board of Education administration, staff, students and community. If there is one idea on which all educators are in agreement, it is that the function of the school is to provide education for ALL children; the Year-Round School program proposed will do a better job than will the existing traditional program.



QUADRIMESTER CONCEPT



TRADITIONAL 9 MONTH PLAN

CHAPTER 5

FINANCING A YEAR-ROUND SCHOOL COMPARED WITH A TRADITIONAL YEAR SCHOOL

A vital charge of the State Department of Education in granting Northville $19,565 was the preparation of a "comparative cost analysis of extended use of facilities with the present program, including transportation, maintenance, administration, staff, air conditioning, etc."

In order to meet this charge, a community subcommittee of citizens, teachers, Board members and administrators was formed, known as the Pupils, Facilities, Staff and Finances Subcommittee, who were charged with the responsibility of:

1. Studying District needs covering all areas under this Committee as they related to the operation of our present program.
2. Studying District needs covering all areas under this Committee as they related to the operation of the year-round school.
3. Submitting recommendations regarding facility, staff and financial needs of the District for a ten-year period as needed for our present program and for a year-round program.

Realizing this to be a major responsibility in the research of a year-round school concept and that success or failure of other attempts at year-round school had been based on economical considerations, the Committee determined that it must adhere to a philosophy of "open-minded" research. The District must understand that their objectivity must be sustained, personal prejudices overcome and the realization maintained that the financial resources of our community are limited and must be allocated on a priority basis. They must also recognize that educational programs, including the school calendar, must be designed to obtain optimum economic efficiency.

This Committee also determined that in order to fulfill their responsibility they must take a "hard line" look at the financial impact a year-round operation would have on the District's resources without clouding the picture with individual scheduling, acceptability of calendar, etc.

It should be noted that this financial study was conducted in 1969. (The anticipated housing projects and their impact on school facilities, staff and finances can be found in the Appendix.) Conditions of the housing market, etc., have caused a lessening of the situation of expansion, but only temporarily. When the economic winds change, Northville will virtually explode with expansion as projected in the 1969 study. Further, the current budget category figures are closely paralleling those projected at this time.

A review of the District growth projection (found in the Appendix) led us to the following beliefs:

1. Rapid growth of the Northville District student population is imminent and inevitable over a period of the next several years.
2. Large capital investments in new classrooms will be required to meet the anticipated influx of school-age children.
3. Any required building program must be compressed into a three-year span (1970-1973) to meet projected enrollment demands with either plan.
4. Financial aspects of the Quadrimester Concept are favorable; significant savings can be achieved over the traditional school year program in the capital investment category during the expansion time period. A total savings of 7.6 million dollars is projected. projected.
5. The financial analysis in this report is considered to be as accurate as possible, however, the Committee believed there is a great possibility that the actual operational costs under the Quadrimester Concept will show a margin of savings that the Committee cannot substantiate at this time.
6. If the pupil enrollment projections are not realized, the dollar savings to the District under the Quadrimester Concept will be proportionately less.
7. Continued study of the Quadrimester Concept is recommended due to the cost benefits which can be obtained through implementation at this time. Community reaction should be studied to help answer the question of public acceptance.

Two main studies were conducted and compiled through the efforts of this Committee:

1. A projection of pupil enrollment, staff and facility needs of the School District for the next five years (through 1973-1974). (Appendix)
2. A detailed analysis of cost factors comparing the year-round school with the traditional plan for the same time period. (This Chapter)

The original Committee plan was to provide a ten-year basis of comparison; however, the five-year pupil, staff and facility projections indicated that the second five-year period estimates would most likely contain errors of large magnitude due to the many factors of uncertainty associated with the rate of community growth. 1974 to 1979 estimates were considered by the Committee to be of little or no value in the overall context of the study, so no "guesstimates" for this time period are included herein.

The pupil enrollment, staff and facility projection was made on two bases:

1. Existing housing and approved housing developments.
2. Existing housing and approved and pending housing developments.

Large differences were noted in comparing the two studies (7,706 pupils in 1973-1974 vs. 4,712 with present and approved only). The financial comparison between quadrimester and traditional plans is presented on the basis of the greater projection (existing, approved and pending) in spite of the pupil load disparity. The rationale for this action is based on the consideration that the "pending" housing projects should be completed within a reasonable period of time and the increased facilities will be needed in any event.

The reader will note that the operational costs per student are identical for both school year plans in the financial analysis. (See Table XI, XII, XIII and XIV). The basic conclusion has been reached that the overall cost per pupil will closely balance out when all factors are considered. The cost of certain budget items will increase linearly with increasing enrollment; such as transportation, instructional supplies, and other miscellaneous items, but the per pupil costs do not change. Maintenance costs under quadrimester will increase on a per pupil basis due to premium pay rates caused by less school down-time during the year plus the incorporation of air-conditioning devices. Instructional and administration costs per pupil could

logically decrease under the year-round plan. Negotiations will determine teacher salary costs and will affect administration salary costs if quadrimester is introduced; the projected need for fewer schools should reduce the number of administrative personnel required per pupil.

Study of the data will reveal that existing classroom capacity will be exceeded during the 1969-70 school year with traditional operation; the quadrimester plan delays this inevitability until midway through the 1970-71 period. Implementation of the quadrimester plan should reduce capital investment costs by 40% compared with the traditional school year plan, and total costs can be reduced by approximately 16%. A net savings of 7.6 million dollars is projected.

COST PROJECTION
YEAR-ROUND SCHOOL

BASIC ASSUMPTIONS

1. School growth figures by administration correct. (Year-end projections are given in the study.)
2. The school population mix K-12 will be constant.
3. The present curriculum will be maintained.
4. The cost of school building will follow the economy.
5. The teachers' salary increases will be double the economy.
6. Economy inflationary factor:
   1968-69 – 5%
   1969-70 – 5%
   1970-71 – 5%
   1971-72 – 3%
   1972-73 – 3%
   1973-74 – 3%
7. To continue our present program will require the same number of square feet per child as at present.
8. The average teacher's salary will give us an average that will be valid for the next five years.
9. Cost projection will be based on a 25 to 1 teacher-pupil ratio.
10. State aid will follow the economy.
11. 65% of pupils are bussed.
12. Parochial school student capacity will remain at current level.

ASSUMPTIONS SPECIFIC TO THE QUADRIMESTER PLAN

1. School will be in session four 12-week quarters (240 days).
2. Each student will attend only three quarters (180 days).
3. State aid will be based on a quarterly student enrollment.
4. Teacher per pupil costs will be adjusted to be comparable to industry with same requirements on a year-round basis.
5. All present and future buildings must be air-conditioned.

TABLE X
BOND COST PROJECTIONS

In order to project bond cost, we have used the actual cost, etc., connected with Northville's most recent issue – The 1965 Issue.

Amount of Issue	$3,300,000.00
Date of Sale	9-1-65
Number of Years Issued	25 (1991)
Average stated Interest	3.76%
Actual amount of Interest	$1,633,279.73
Actual percent of compounded Interest	49.5%
Total cost of Issue	$4,933,279.73

Using this basis we can project that actual costs to the District will be approximately $1,495,000.00 for each million dollars borrowed.

TABLE XI

* PROJECTED END OF YEAR ENROLLMENT
** 65%
Economy Factors - All Areas Except Teachers Salaries 1969-70
1969-70 - 5% 1970-71 - 5% 1971-72 - 3% 1972-73 - 3% 1973-74 - 3%

Seven Year Per Pupil Cost Analysis and Projection Based on all Known Approved and Pending Projects
1967-68 Actual 1968-69 Estimated - 1969-70 through 1973-74 Projected

	Actual 1967-68	Estimated 1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
D. Day Enrollment	2,690	2,804	*3,664	*5,181	*7,180	*7,803	*7,706
Total Operation Budget	1,895,828.00	2,068,784.00	2,919,219.00	4,334,166.00	6,185,786.00	6,924,070.00	7,042,958.00
Operation Milage Level	25.9	25.9					
Total Operation Budget	704.77	737.80	796.73	836.55	861.53	887.36	913.96
Total Teacher Salaries	(142) 1,133,514.00 421.39	(137) 1,238,590.00 441.72	(165) 1,780,301.00 485.89	(234) 2,643,243.00 510.18	(331) 3,773,018.00 525.49	(361) 4,223,374.00 541.25	(360) 4,296,018.00 557.49
Tuition Reimbursements	8,938.00 3.32	8,800.00 3.10	11,945.00 3.26	17,179.00 3.42	25,274.00 3.52	28,325.00 3.63	28,820.00 3.74
Total Instructional Supplies	40,886.00 15.19	45,060.00 16.07	61,812.00 16.87	91,756.00 17.71	130,963.00 18.24	146,541.00 18.78	149,034.00 19.34
Secretarial	45,529.00 16.89	51,974.00 18.53	71,301.00 19.46	105,848.00 20.43	151,067.00 21.04	169,091.00 21.67	171,998.00 22.32
Total Library Books	8,353.00 3.10	13,000.00 4.63	17,807.00 4.86	26,423.00 5.10	37,695.00 5.25	42,214.00 5.41	42,922.00 5.57
Total Substitute Salaries	28,727.00 10.67	27,500.00 9.81	37,776.00 10.31	56,110.00 10.83	80,057.00 11.15	89,578.00 11.48	91,085.00 11.82
Other Instructional Costs (Principal's Curr. Coord., Off. Supplies, Psychological Travel, Crossing Guards, Curr. Dev.)	118,810.00 44.17	146,300.00 52.17	200,714.00 54.78	298,011.00 57.52	425,415.00 59.25	476,217.00 61.03	484,399.00 62.86
Total Instruction	1,384,657.00 514.74	1,531,224.00 546.08	2,181,656.00 595.43	3,239,109.00 625.10	4,623,489.00 643.94	5,175,340.00 663.25	5,264,276.00 683.14
Total Administration	82,777.00 30.77	88,205.00 31.46	121,022.00 33.03	189,677.00 34.68	256,470.00 35.72	287,072.00 36.79	291,980.00 37.89
Total Transportation	1412 Transported 88,991.00 Per Pupil 33.08 Per Student Transported 63.02	1544 Transported 80,893.00 Per Pupil 28.85 Per Student Transported 52.39	**2382 Transported 110,983.00 Per Pupil 30.29 Per Student Transported 55.01	3368 Transported 164,756.00 Per Pupil 31.80	4667 Transported 235,145.00 Per Pupil 32.75	5072 Transported 263,195.00 Per Pupil 33.73	5009 Transported 267,706.00 Per Pupil 34.74
Total Operational & Maintenance	270,765.00 Per Pupil 100.65 Per Sq. Foot .88¢ 307,000	287,238.00 Per Pupil 102.44 Per Sq. Foot .84¢ 342,821	394,099.00 Per Pupil 107.56	581,142.00 Per Pupil 112.94	835,249.00 Per Pupil 116.33	934,956.00 Per Pupil 119.82	950,981.00 Per Pupil 123.41
Total Fixed Charges	55,370.00 20.59	68,600.00 24.46	94,092.00 25.68	139,680.00 26.96	198,599.00 27.66	222,307.00 28.49	226,094.00 29.34
Total Capital Outlay	1,679.00 .62¢	1,000.00 .36¢	1,392.00 .38¢	2,072.00 .40¢	2,944.00 .41¢	3,277.00 .42¢	3,314.00 .43¢
Other-Health, Attendance, Student Serv. etc.	12,889.00 4.79	11,625.00 4.15	15,975.00 4.36	23,729.00 4.58	33,890.00 4.72	37,923.00 4.86	38,607.00 5.01

TABLE XII

Projected Capital Investment Required 1969-70 through 1973-74 for Operation of Traditional School Concept
(Based on all known approved, and pending projects)

BASIS OF PROJECTION:

A. Current available space - 342,821 square feet, including land and free standing equipment equals 25.40 per square foot.

Total available capital investment $ 8,704,062.00

B. Utilized Space - 289,000 square feet (2804 students) equals 103 square feet per pupil x 25.40 $ 7,340,060.00

C. Space required per student - 103 square feet x 25.40 (current cost) = $2,616.00 plus 49.5% interest = total capital investment required for each student

1968-69		$ 3,911.00
1969-70	$3,911.00 + 5% economy factor = +195.55 or	$ 4,106.55
1970-71	$4,106.55 + 5% economy factor = +205.33 or	$ 4,311.88
1971-72	$4,311.88 + 3% economy factor = +129.36 or	$ 4,441.24
1972-73	$4,441.24 + 3% economy factor = +133.25 or	$ 4,574.49
1973-74	$4,574.49 + 3% economy factor = +137.23 or	$ 4,711.72

D. Available unutilized space - 53,821 square feet, or giving us a total capacity of 3,327 students.

E. The operational (instructional) costs of the system will remain balanced on a per student basis regardless of the structure of the operation.

F. Current Capital Outlay Obligations - 5,200,000.00 plus interest of 49.5% = 2,548,000.00
= total indebtedness $ 7,748,000.00

Projected necessary expansion of capital outlay under traditional concept:

1969-70 - Increase of 860 students less space available for 523	
237 net increase x $4,106.55 =	$ 973,252.00
Capital Investment	
Add previous indebtedness	7,748,000.00
Total District Indebtedness	$ 8,721,252.00
1970-71 - Increase of 1,517 students @ $4,311.88 each = increase of	$ 6,541,421.00
Add total previous commitments	8,721,252.00
	$15,262,673.00
Less Payments	654,094.00
Net Total Obligation	$14,608,579.00
1971-72 - Increase of 1,999 students @ $4,441.24 each = increase of	$ 8,878,038.00
Add total previous commitments	14,608,579.00
	$23,486,617.00
Less Payments	1,100,000.00
Total Commitments	$22,386,617.00
1972-73 - Increase of 623 students @ $4,574.49 each = increase of	$ 2,749,907.00
Add total previous commitments	22,386,617.00
	$25,136,524.00
Less payments	1,679,000.00
Total Commitment	$23,457,524.00
1973-74 - Increase of	
increase of	$ -0-
Add total previous commitments	23,457,524.00
Less payments	1,659,314.00
Total Commitment	$21,798,110.00

TABLE XIII

Projected Capital Investment Required 1969-70 through 1973-74 for Operation of Quadrimester Concept. (Based on all known approved and pending projects)

BASIS OF PROJECTION:

A. *All existing and future structures must be equipped with air cooling devices.*

B. *Current available space 342,821 square feet, including land and free standing equipment equals $25.40 per square foot* — *$8,704,062.00*
Total Available Capital Investment

C. *Space required per student 103 square feet x 25.40 (current costs) = $2,616.00 plus 49.5% interest = total capital investment required for each 1 1/3 students*

	1968-69	*$ 3,911.00*
1969-70	*$3,911.00 + 5% economy factor = +195.55 or*	*4,106.55*
1970-71	*$4,106.55 + 5% economy factor = +205.33 or*	*4,311.88*
1971-72	*$4,311.88 + 3% economy factor = +129.36 or*	*4,441.24*
1972-73	*$4,441.24 + 3% economy factor = +133.25 or*	*4,574.49*
1973-74	*$4,574.49 + 3% economy factor = +137.23 or*	*4,711.72*

D. *The total of all space now available (both utilized and non-utilized at this time) can accomodate approximately 4,436 students under a quadrimester structure before additional capital investment will be required.*

E. *The operational (instructional) costs of the system will remain balanced on a per student basis regardless of the structure of the operation.*

F. *Current capital outlay obligations = 5,200,000.00 plus interest of 49.5%*
2,548,000.00
7,748,000.00 total indebtedness

Projected necessary expansion of capital outlay under a quadrimester concept:

1969-70	*Increase of 860 students giving a total enrollment of 3,664*	
	Investment required for air cooling devices	*$ 350,000.00*
	Total District Indebtedness - add previous	*7,748,000.00*
	Total	*$8,098,000.00*
1970-71	*Increase of 1,517 students less space available for 772 = need to provide for 745 students divided by 1 1/3 = 560 x $4,311.88 = increase of*	*$2,414,652.00*
	Add previous commitments	*8,098,000.00*
		$10,512,652.00
	Less payments	*607,500.00*
	Total Commitment	*$ 9,905,152.00*
1971-72	*Increase of 1,999 students divided by 1 1/3 = increase requirement of 1,503 x $4,441.24 each - Capital Investment required of*	*$ 6,675,183.00*
	Add previous commitments	*9,905,152.00*
		$16,580,333.00
	Less payments	*742,886.00*
	Net total obligation	*$15,837,447.00*
1972-73	*Increase of 623 students divided by 1 1/3 = increased requirement of 468 x $4,574.49 each = Capital Investment required*	*$ 2,140,861.00*
	Add total previous commitments of	*15,837,447.00*
		$17,978,308.00
	Less payments of	*1,187,808.00*
	Net total obligations	*$16,790,500.00*
1973-74	*Increase of*	
	Add total previous commitments	*$16,790,500.00*
	Less payments of	*1,259,287.00*
	Total Obligation	*$15,531,121.00*

TABLE XIV

Comparison of Total Costs per Year for Operation of a Traditional Structure As Compared with a Quadrimester Structure

TRADITIONAL

	Instructional Budget	Capital Outlay	Total Costs
1969-70	$ 2,919,219.00	$ 973,252.00	$ 3,892,471.00
1970-71	4,334,166.00	6,541,421.00	10,875,587.00
1971-72	6,185,786.00	8,878,038.00	15,063,824.00
1972-73	6,924,070.00	2,749,907.00	9,673,977.00
1973-74	7,042,958.00	-0-	7,042,958.00
TOTAL	$27,406,199.00	$19,142,618.00	$46,548,817.00

QUADRIMESTER

1969-70	$ 2,919,219.00	$ 350,000.00	$ 3,269,219.00
1970-71	4,334,166.00	2,414,652.00	6,748,818.00
1971-72	6,185,786.00	6,675,183.00	12,860,969.00
1972-73	6,924,070.00	2,140,861.00	9,064,931.00
1973-74	7,042,958.00	-0-	7,042,958.00
TOTAL	$27,406,199.00	$11,580,696.00	$38,986,895.00

NET INCREASE PER YEAR

	Traditional	Quadrimester	Difference
1969-70	$ 3,892,471.00	$ 3,269,219.00	$ -623,252.00
1970-71	10,875,587.00	6,748,818.00	-4,126,769.00
1971-72	15,063,824.00	12,860,969.00	-2,202,855.00
1972-73	9,673,977.00	9,064,931.00	-609,046.00
1973-74	7,042,958.00	7,042,958.00	-0-
TOTAL	$46,548,817.00	$38,986,895.00	*$-7,561,922.00

*Capital Investment for the 1st five (5) years is reduced approx. 40%

*Total costs reduced approximately 16%

SUMMARY

The state grant has allowed us to more thoroughly analyze the conclusions reached by the Community Study Committee as well as to analyze other financial aspects of the year-round school concept. Some of the salient observations include:

1. EFFECT THE QUADRIMESTER WILL HAVE ON BUILDING COSTS: It is easily seen that a substantial savings on building construction costs can be made under a quadrimester plan, when you consider that our current available space can house only 3,327 students under the current school calendar, whereas we could accommodate some 4,436 students under the quadrimester or 1,113 more. We have projected a building COST per pupil in 1969-70 to be (including as in home mortgages the fact that a dollar borrowed costs $1.50 to pay back) $4,106.55, or a net obligation savings of providing accommodations for these students alone of $457,059.01.

   In total, should our projections of population expansion hold true for the next five years, WE CAN SAVE SOME 40% OF ANTICIPATED CONSTRUCTION AND BOND INTEREST COSTS OR OVER 7 1/2 MILLION DOLLARS.

   7 1/2 Million dollars of debt to our District today would be like paying the annual mortgage payments of 185 NEW $40,000 homes at a millage levy (at our current S.E.V.) of approximately 10 mills (without State school bond assistance).

   Further, this was merely a five-year projection. Should you take the total ultimate population projections (next 20 years) for our School District, project the anticipated economy, you will come up with a 25 to 30 million construction and bond cost savings under the quadrimester plan.

2. INDIVIDUAL TAXPAYER SAVINGS: Much has been written as to the overall value of full-year utilization of our facilities to the taxpayer, but little attendance has been devoted to potential impact of year-round school and the individual taxpayer. To this end we have determined the following:

   A. With the assumption that as our S.E.V. increases, the individual tax bill will increase in proportion and the yield of a mill will increase with an individual taxpayer paying a proportionate share that:

      1. Based on the National earning averages – year-round school operation would save our average taxpayer approximately one and one-half (man years of labor) years of earning power as follows: (Note: all factors considered constant for this projection.)

         Northville's S.E.V. is now $74,908.195 divided by number of taxpayers (4,700) equals an average S.E.V. of $15,937.91 x 7 mills debt = $111.56 per year at this time.

         A 7.5 million bond cost savings for five years is equal to 6.22 mills per year x $15,937.91 = $99.13 per year (equals 18% increase to taxpayer per year) x 30 years = $466,000 payments per year = $2,973.90 per taxpayer x 4 to equal $30,000,000 savings = $11,895.60 per taxpayer plus $2,735.90 taxes = earning power requirement of $14,631.50 per taxpayer or $40.64 per month for 30 years or 23.44 cents per hour for 30 years.

         $14,631.50 represents the earning power of an average taxpayer for one and one-half years of labor.

3. REVISIONS NEEDED IN OUR SCHOOL TO ACCOMMODATE THE YEAR-ROUND SCHOOL: Due to our locale, all our buildings are constructed for year-round operations, therefore, our buildings will require little or no revisions in order to accommodate year-round utilization of same.

   The major consideration will be the necessity or desire to provide air circulation equipment for summer (air conditioning) at an estimated cost of $300,000 (provided for in our construction costs projections).

   However, this does not include necessary operations and maintenance schedule changes.

   NOTE: Our analysis of operational and construction costs was based on an "educational unit," that of the required 180 days of education for an individual student, therefore, our projections ARE BASED COMPLETELY ON A PER PUPIL SERVED BASIS. Our analysis, be it teachers salary, operation, maintenance, transportation or any other budget category is based on a "per pupil served basis".

4. OPERATIONAL COSTS: Our Pupils, Facilities and Finance Committee determined that once the quadrimester was in "full swing" (after approximately 4 years of conversion) the cost PER PUPIL (Instructional unit being one student requiring X hours of instruction) that operational costs per pupil WOULD NOT INCREASE. In other words, we can (as we do) transport our children attending school during any quarter at NO increase in cost per student. We can maintain our buildings, after consideration of various factors, at NO increase in cost PER PUPIL.

   In fact, the Committee felt very strongly that an operational cost savings per pupil would be realized due to our increased efficiency in operations, transportation, maintenance and administration. In addition, having to administer, staff, operate and maintain fewer buildings, but, being able to program each of these items on a "full production" basis as opposed to our current "start-stop" procedures, would enable us to employ systems of efficiency NOT now economically feasible for our District. The Committee further observed after considerable discussion, that teachers could then be measured by more normal business procedures and that their rate of compensation could then be established more in line with other professions and industries.

   In fact, the term "educational plant" could more aptly be applied to the operation of our schools and long-learned lessons of industry and business could be implemented to the advantage of the taxpayers' dollars; at the same time, assuring the "quality of production" was maintained or improved.

RECAP OF FINANCIAL FINDINGS: CONCLUSIONS
WHAT WE KNOW FINANCIALLY

1. There will be huge savings of construction costs.
2. There will be operational costs stabilization with possible reduction after conversion.
3. Conversion costs must be met.
4. Capital outlay for equipment – both instructional and operational will decrease; i.e., busses, overhead projectors, etc.

5. Year-Round School will produce economical efficiency and taxpayer accountability.
6. Year-Round School can give our children a better education – a more relevant one after conversion, for our tax dollar.

WHAT WE DON'T KNOW FINANCIALLY

First, let's say basically that what we don't know about year-round school financially also applies to our financing of a future traditional nine-month program.

1. We don't know the financing structure for state and/or taxation – 2 years hence or even for next year. This is political and subject to change.
2. School bond loan guarantees, under which our current expansion program is being financed without a tax increase, may change overnight.
3. Where will the conversion cost money come from?
4. What effect will research and conversion really have upon our administration, operational and transportation systems as well as our instructional program as it relates to a cost to the taxpayer. Unfortunately, we have no research to fall back on as this is a new field.
5. What effect will the development of a year-round curriculum, recreation and extra-curriculum program have upon school, costs? This we will not know until same is developed in the conversion stage.

CHAPTER 6

PUBLIC RELATIONS PROGRAM

The public relations program aspect of this study was a most important one in that five (5) of the nine (9) study charges were directly related to the peoples' knowledge of what the Northville Public Schools meant when referring to a Year-Round School Program.

Because of the significance of this study objective, the Public Relations firm of Ned S. Hubbell and Associates was employed to assist in the publication of:

1. A brochure to be sent to all homes within the school district to inform citizens of our study and what we meant by a Year-Round School Program.
2. Publication of a filmstrip presentation which would make the community aware of its school problems and the potential of a Year-Round School Program to solve them.
3. Publication of a pamphlet to highlight significant points of the Year-Round School filmstrip.
4. Publication of an ad in the local newspaper which would assist in creating full understanding and support of a community survey which was to be conducted in January of 1970.
5. Publication of effective news releases.

PUBLICATIONS

The first formal publication of this study was also the first issue of "Opening School Doors", which has since become a regular part of the School District Communication and Public Relations Program.

"Opening School Doors," Volume I, Number 1, is a four-page newsletter and was published in October 1969. This publication attempted to inform the total community by direct mailing, of the District's interest in studying Year-Round School operation as well as highlighting some of the initial factors which were disclosed through the Community Year-Round School Study Committee's efforts.

This issue included articles on: Why this Study; How a quadrimester program would work; Required curriculum revisions; Impact of the Year-Round School on school construction and community life, and also provided a suggested Year-Round School Calendar.

Following the October issue of "Opening School Doors", came the publishing and printing of a 72 frame filmstrip and accompanying script which was developed and designed to tell the story of Northville as it relates to its educational program and future needs.

This filmstrip focused on the present population of the community, the anticipated growth, future education and financial needs, and the potential relationship of a Year-Round School Program to meeting these needs.

The filmstrip was developed in color, using pictures from the local community to make it as personal as possible. In addition, the script was kept separate from the filmstrip for the purpose of requiring first person reading for further personalization of filmstrip presentations.

The third formal publication was printed shortly after the production of the filmstrip and was designed as a handout and as a direct mailing pamphlet, and served to highlight the significant factors within the filmstrip itself.

This multicolored pamphlet was distributed at each filmstrip showing and was also mailed to every home in the School District.

The fourth publication consisted of a full-page ad in the local newspaper NORTHVILLE RECORD in December 1969, and was specifically designed to provide further information to the community about the Year-Round School Concept as well as to inform them of a community survey which was to be conducted in the next month.

The ad included a letter from the Superintendent of Schools outlining the intent of the ad, along with a list of the twenty most commonly asked questions at filmstrip presentation meetings (including their answers) and general information regarding the community survey which was conducted in January 1970.

The final formal publication was only indirectly related to this study, but was published in response to so many inquiries about our Year-Round School Study which was forthcoming as our study became known and publicized throughout the country.

The hereto referred piece of literature is our four page pamphlet intitled "Where to Begin Year-Round School." This pamphlet provides the major information necessary to initiate, organize and carry through a preliminary Community Study of a Year-Round School Program.

NEWS RELEASES

In conjunction with the preceding publications the P.R. Program also included five news releases which were published at planned intervals during the period of late September through mid-November 1969.

News releases were published in the Northville Record, a district-wide weekly newspaper, on September 25, October 2, October 8, October 30 and November 13, 1969.

Each news release attempted to broaden the knowledge and background of the community and its citizenry as regards the Year-Round School operation.

The September 25, 1969 release was entitled "Is Year-Round School Beneficial?" and gave a brief overview of the Community Study Committee's findings, why the district is pursuing the Year-Round Concept, the grant to the district from the State, and introduced the information program under way along with the survey planned at its conclusion.

On October 2, 1969 the news release "School Officials Confer on Year-Round School Studies" was published and dealt with the district's attendance at a Year-Round School Conference held in Port Huron, Michigan and involved the six Year-Round School Study Grant recipient districts.

October 8, 1969 publicized the "Four Semesters Split Vacations" aspect of our study and gave a brief description as to why Northville selected the Quadrimester Plan and how it might function.

In the October 30, 1969 issue of the Northville Record, the news release was entitled "Curriculum Change Seen as Possible" and reported on the District's progress in analyzing the effect of a Quadrimester Program on our curriculum.

The final news release was published in the November 13 issue of the Record and dealt with the effect of the Year-Round School on Business. The release was titled "Extended School to Affect Business."

The preceding constitutes the formalized and planned portion of our study's P.R. Program, however it must be noted that we are indebted to the Staff of the

Northville Record for their excellent and continual news coverage of our study during the entire period of December 1967 through June 30, 1970.

Without the "Record's" time, effort and interest in our work and study, a great deal of the information about Year-Round School would never have reached our community and people.

Since this study is designed to cover only that portion of our study since the awarding of the study grant, we are citing only those Year-Round School news articles which were published in conjunction with the formal conducting of Phase II of our study.

Much of our public's knowledge about Year-Round School can be attributed to the following articles published in the Northville Record during the period of August, 1969 through June, 1970.

August 21, 1969	Year-Round School Subject of Survey
November 13, 1969	School Offers Slide Study
November 20, 1969	Year-Round Film Ready
November 27, 1969	51 See Slides, Express Opinions
December 4, 1969	Filmstrip Showing Available
December 11, 1969	94 See Filmstrip
January 22, 1970	Senior Citizen Club Announces Program on Year-Rouns School
January 22, 1970	School Begins Survey Tally
February 12, 1970	Urges School Vacation Cut
February 19, 1970	Year-Round School: Good or Bad?
February 19, 1970	Mothers Club Receives Check for $504.75
March 19, 1970	Decision Stage Nears for Year-Round School
March 26, 1970	Year-Round School To Go On June Ballot
April 30, 1970	Students Favor Year-Round Concept
April 30, 1970	70 Administrators Weigh Year-Round School Here
May 7, 1970	Readers Speak
May 14, 1970	Editorial
May 14, 1970	Year-Round School, Board Approves Ballot Wording
May 21, 1970*	–Ad–What's Your Opinion on Year-Round School?
May 27, 1970	Readers Speak
May 27, 1970	Review Year-Round School
June 4, 1970	Editorial
June 4, 1970	Vote Samples Public Opinion
June 4, 1970	Readers Speak
June 4, 1970*	–Ad–It Takes More Than An Idea
June 4, 1970	Board Candidates Speak on Year-Round School
June 11, 1970	Year-Round Goes Down; Johnston, Johnson Win

Other news articles published during the period of this study included:

Two articles published in the Observer Newspaper (Livonia and Plymouth) on April 1, 1970 "Northville Seeks Answers To Classes Year-Round" and on April 22, 1970 "Northville Ponders Year-Round School".

The Detroit News carried three articles. One on May 7, 1970 "Northville Pushes 12 Month School" / "Full Year Schools?", one on May 21, 1970, "School Bells Calling West Wayne County Voters" NORTHVILLE, and one on June 9, 1970 "Northville Says No on All Year Schools."

The final issue of Opening School Doors for the 1969-70 School Year (May 1970) also carried an article which outlined the six suggested general conclusions of our study as of May 1970.

See Appendix for exact wording of each article.

PUBLIC MEETINGS

Meetings for the purpose of disseminating information regarding the Year-Round School Concept were held as frequently as possible during the period of mid-November 1969 through January 1970. This time period was considered most strategic due to its time relationship to the planned January survey.

Some of the meetings were prescheduled by the District, however most were solicited through local community groups and were held in homes or in general meeting places as requested by those extending an invitation for us to make our presentation.

This aspect of our study was viewed with extreme concern in that we felt it very important that as much face-to-face contact be established as humanly possible. In most cases the Superintendent of Schools made the formal presentation, however, on a few occasions it was necessary and desirable to utilize the Curriculum Coordinator and Business Manager in this role.

All presentations were of approximately 20 minutes in length with adequate time remaining after the filmstrip review to allow for questions and answers.

The question and answer periods (with group consent in all cases) were placed on tape and the questions were removed and listed for further use in the study.

Also included with each presentation was the administering of a six-question questionnaire at the conclusion of each showing. This questionnaire assisted us in determining the effectiveness of our presentation and advised us of the general attitude of those in attendance as our study progressed.

The following Year-Round School Presentations were made during November and December 1969 and January 1970.

November 6, 1969	Board of Education VIP Committee–Board Office
November 13, 1969	Village Green Civic Association–Amerman School
November 18, 1969	Moraine School P.T.A.–Moraine School
November 19, 1969	Jr. and Senior High School P.T.A.'s–Cook Jr. High
December 1, 1969	Mrs. Richard Lyon–Home
December 2, 1969	Mrs. Keith Wright–Home
December 3, 1969	Mrs. Fred Harper–Home
December 4, 1969	Mrs. Larry Meyer–Home
December 5, 1969	Mrs. Howard Meyer–Home
December 9, 1969	King's Mill Housing Development Meeting House
December 9, 1969	Northville Township Board–Township Office
December 9, 1969	Northville Rotary Club–Presbyterian Church
December 10, 1969	Main Street School P.T.A.–Main Street School

*Published by the District with funds from the State Grant.

December 15, 1969	Mrs. Thomas Schall–Home
January 5, 1970	Northville Mothers Club–Home of President
January 6, 1970	Mrs. Charles Sorenson–Home
January 7, 1970	Mrs. Faye Zimmerman–Home
January 7, 1970	Mrs. Beecher Todd–Home
January 7, 1970	Mrs. Frank Jones–Home
January 27, 1970	Senior Citizens–Presbyterian Church

During the foregoing presentations many questions were raised. Following is a list of all questions raised during these meetings. In cases where questions are repeated, or quite similar in nature, we have included a number in parenthesis at the end of the question to indicate the number of times this particular question was asked.

1. How will you schedule vacations under this concept? (3)
2. Could you use a lottery method to assign students?
3. Would the school district provide recreation for students on vacation each quarter? (6)
4. If this is such a practical approach why isn't it practical today?
5. Has this program ever been tried? (2)
6. Could a rotation vacation schedule be developed for families?
7. What has the public opinion been in districts which have tried this program?
8. How many students would be in each classroom under this program?
9. What will your increased operational cost be under this program?
10. When would teachers have a vacation under this program? (2)
11. How would teachers up-grade their education if they taught 12 months each year?
12. What are the negative aspects of the Year-Round School Study?
13. What effect will college curriculum and schedule have on teachers wanting to attend college during an off quarter which does not coincide with college schedule? (2)
14. Will curriculum under Year-Round School allow a child to pick up where he left off the previous quarter?
15. What happens to children who must transfer to a traditional program? (3)
16. What happens to children who transfer into a quadrimester program in the middle of a quarter?
17. How do we place children entering our school district from a different district who are on a mid-semester graduation program? (1)
18. Are there any schools operating the quadrimester program today?
19. What do you do for recreation for your children in the winter months? (2)
20. Would any child who wishes to be able to go to school for all four quarters? (1)
21. Would children have the same teacher for all three quarters of each grade? (2)
22. Would the children have 180 consecutive days of institution each year of their schooling? (2)
23. How will you find out whether the people of Northville like this program?
24. Will our children go to school with their friends?
25. Are schools scheduled for air condition under our Year-Round School Study? (4)
26. How do you staff the quadrimester program?
27. Would this create a 30% increase in cost of teacher salaries? (4)
28. Would you save in operation costs?
29. Would not half-day programs save as much money in construction as the Year-Round School Study?
30. Will parents with children in more than one school building have them on the same school and vacation schedules? (3)
31. What effect will Industrial shut-down have on this program?
32. Why does this concept offer more educational advantages?
33. How can we consider enrichment or remedial instruction (4 quarter for a student) without losing the benefit of reducing staff by having only 75% of students in school at one time? (1)
34. Can we still offer basic, regular and advance courses each quarter as we do now?
35. How can this program allow people to change their vacation time?
36. Will students be consulted regarding this program? (1)
37. Will a survey be conducted within the ranks of students?
38. Would this program make it possible for a student to graduate earlier than usual? (4)
39. Will a student on vacation be able to participate in school sports? (1)
40. Will textbooks have to be rewritten in order to fit a quadrimester program?
41. When and how will building maintenance be accomplished under this program?
42. Wouldn't our buses have to travel just as many miles under this program as is currently done?
43. Is the Board of Education empowered to order this Year-Round School Program?
44. Hasn't history proven this concept impracticable?
45. How long would it take to switch back to a traditional if we went quadrimester?
46. Isn't our study just a duplication of others?
47. What would the debt retirement millage rate increase to if we conduct the 7.5 million dollar building program needed in the next five years?
48. Will any public reluctance to this concept be increased because of the Governor's proposal to change educational policy in the State?
49. Will teachers teach all four quarters? (3)
50. Will administration work all four quarters? (1)
51. Why didn't we need as many teachers each quarter as we do under semester system?
52. Will Year-Round School Study allow for small class size? (1)
53. How can we go Year-Round when everyone around us is on traditional program?

54. What does a mother do when she has preschoolers and children in school?
55. Would Year-Round School Study be good if it were only done at the High School?
56. Would a family have the same vacation every year? (3)
57. What kinds of questions will be asked in the survey?
58. Why aren't we going to survey the entire community?
59. Who decides whether we will go Year-Round or not? (1)
60. Will we go Year-Round if the community doesn't want it? (1)
61. Will children do poorly if they are forced to go to school during a quarter which they don't like?
62. Will Industry really revise their plant schedules to coincide with our Year-Round School Program? (2)
63. Did we study the trimester program?
64. How successful has the University of Michigan been with their trimester program?
65. What is the citizen Implementation Committee as mentioned on this presentation?
66. Will each subject be a unit in itself?
67. Was this program tried in Wisconsin?
68. Would parents wishes be considered in establishing vacation scheduling? (2)
69. Would all children in our family be in school at the same time?
70. Would all subjects in High School be offered all four quarters?
71. Is Industry in favor of the extended year concept?
72. Just what would we offer by extending our calendar by 60 more days?
73. Would more special courses be offered under the Year-Round School Study?
74. Would children have problems if they transferred out of our district in the mid-year under this concept?
75. Are there any similarities in the transfer problem under the Year-Round School Study as compared to the two semester starting program in Detroit?
76. Will children be faced with the problem of entering a class with students who have had one or two quarters of work which they have not had?
77. Wouldn't this program call for four times as many teachers?
78. Would there be value in having teachers work 12 months?
79. Would one teacher be required to teach more subjects if she taught 12 months?
80. What would happen to children who attended school in summer if we go back to daylight savings time and didn't go to bed early?
81. Would four quarter program make more courses available to students?
82. What happens after we take the community survey?
83. Is this approach an answer to the public rejection to increased millage?
84. Could Northville be a pilot program if the State wanted to try it?
85. How many people in support of this program are necessary to get it approved?
86. How long would it take to get this program going? (3)
87. Would our proposed tests to be used in placing children in our quadrimester program be different than any that we now use?
88. Would this concept allow for a wider variety in teachers employed by the district?
89. What reactions have we had from our teachers? (3)
90. Is this a "new" innovation?
91. Will this save us money in the long run?
92. What month of the year would the four quarter program begin?
93. Who will have the job of scheduling children for classes under this concept?
94. Would this be the same as offering summer school? (1)
95. What effect will Industry unions have on this program?
96. When will the survey be conducted?
97. Will teachers teach more hours per day under the Year-Round School Concept?
98. How much will it cost to air-condition our schools?
99. Will all courses be available to children all four quarters?
100. Can we assure parents that all their children will be on the same school and vacation schedule?
101. How will the Year-Round School Concept affect our extra-curriculum program?
102. Could a student participate in extra-curriculum activities if he were on vacation?
103. If the Year-Round School Concept was implemented and then determined that it was not what we wanted, could we convert back to the traditional program? How fast and at what cost? (1)
104. Do we really need to consider the Year-Round School Concept in light of the slow down in housing construction?
105. If we go Year-Round School Program, will we still need new schools in the future? (2)
106. Under the Year-Round School Program, would the schools ever be closed completely? If so, when and for how long?
107. Would everyone get some time off in the summer?
108. Where is there a program in operation now?
109. If everyone was against the Year-Round School Concept and approved money for new schools, would we still want to consider the Year-Round School Concept?
110. Are there any indepth studies available on the Year-Round School Concept?
111. Can you prove that the Year-Round School Concept really saves money?
112. If we went to the Year-Round School Concept,

when would we get time to change the curriculum?

113. Could you go Year-Round School at just the elementary level?
114. Have we determined which teachers are in favor of the Year-Round School Program?
115. Will the State eventually require all schools to operate Year-Round?
116. Will lack of college facilities require them to go to the Year-Round School Concept eventually?
117. Could we move immediately into a Year-Round School Program?
118. What happens to people who have a summer cottage and their children are scheduled for summer quarter?
119. Would we schedule every person who has a summer cottage for a summer vacation?
120. Would a more compact curriculum create negative feelings on the part of parents?
121. Would a more compact curriculum make our instructional program better or worse?
122. Would a child who takes a fourth quarter of schooling go without a vacation during that particular year?
123. How would elementary classes be scheduled?
124. What will happen in our district if we didn't go to the Year-Round School Program?
125. Are there any advantages to having children in one family scheduled for different quarters?
126. Is not the Year-Round School inevitable in the State?
127. Has the Year-Round School Concept been tried in other countries?
128. Will we have to hire more people to help get the Year-Round School Concept going in Northville?
129. Where will the money come from to prepare for change over from traditional to Year-Round School Program? (2)
130. How much will the survey influence a decision as to whether we will go Year-Round School or not?
131. What kind of a percentage of favorable response must we have from the survey to suggest we go further with the Year-Round School Program?
132. Are there different calendar schedules which might be used instead of the one proposed in the filmstrip?
133. Why was Northville selected as one of the State Grant recipients? (1)
134. Why did Northville receive the largest State Grant?
135. Will the Year-Round School Concept cause the departmentalization of elementary school?
136. Would we experience difficulty in recruiting teachers and under the Year-Round School Concept?
137. Since the summer recreation program in Northville uses school facilities to carry out their program, what would they do when the facilities are being used for classes?
138. Would buses be available for recreational use in the winter?
139. If there is no significant financial benefit to the taxpayer why should we consider the Year-Round School Concept anyway?
140. What will the Year-Round School Concept do to the quality of education in Northville?
141. What happens to high school students who are on vacation at a time other than summer?
142. What kind of a program is being operated in Atlanta, Georgia?
143. Why has the Year-Round School Concept failed in other school districts?
144. Will a Year-Round Program be more enticing to new teachers?
145. Won't the Year-Round School Program be more desirable to men?
146. When will the people of Northville vote on whether we go to the Year-Round School Program or not?
147. How do the working mothers feel about the Year-Round Concept?
148. Why haven't the real regressive schools tried the Year-Round School Program?
149. Will the other districts who received a State Grant go to the Year-Round School Concept.
150. Will everyone who responds to the survey see the filmstrip we saw today?
151. How do the people who have already seen this filmstrip feel?
152. What is the next step which must be taken if the citizens think it is feasible?
153. What will we do about the students who dislike their schedule under a Year-Round School Program?
154. Will there be more money available for educating children if we can eliminate building new schools?
155. When will our next Bond Issue be necessary if we go Year-Round School? If we don't go Year-Round School?
156. How many of our nearby districts are growing to the extent that Year-Round School Program would be beneficial to them?
157. Why haven't they given the Year-Round School Program the consideration we have?
158. What would be necessary to get other districts to join us in the Year-Round School Concept of educating children?
159. Why did Northville apply for grant money?
160. Is savings to taxpayer only in construction?
161. Will operation cost increase to a point where they equal construction savings?
162. What can I do as a parent if I object to the vacation schedule assigned to my children?
163. What will teachers do if we don't need them a particular quarter of the year?
164. Will parents with one child in school be given equal consideration for choice as those with more than one child?
165. Is there any way that the Year-Round School Program could make more special services available for children?
166. Has the district considered using portable classrooms as a way of meeting the growth of this district?

167. Is the Year-Round School Program an inevitable educational concept for Michigan?
168. Does the absence of a Year-Round School Program any where in the U.S. suggest that it is an undesirable program?
169. Is it realistic to expect parents to pick their own vacation period?
170. Is there any period during the quadrimester when all children will be on vacation at one time?
171. If we adopt the Year-Round School Study will you allow parents to change their vacation schedule?
172. Would the Year-Round School Program provide for more help for students who need it?
173. If we went to Year-Round School Program would this district provide more special instruction such as art, music, etc?
174. How can we teach in one quarter what we used to teach in one semester?
175. How will you revise the curriculum to fit this new schedule?
176. Can we use the Universities as an example of how a Year-Round School Study Program works?
177. Why did we select Quadrimester over other programs?
178. How will we deal with High School attitude when a student is on vacation?
179. How much increase in operation costs will result from summer operation of our schools?
180. Will it be easier or harder to find teachers under the Year-Round School Study?
181. Would all teachers be hired for one year from the 1st date of employment?
182. What effect will a strike have on the quadrimester program as compared to semester program?
183. Is the tax savings of a Year-Round School Program worth the problem it creates for the family and the school district?
184. Will all children have the same education opportunity under the Year-Round School Program?
185. Is the district in trouble if they don't adopt the Year-Round Program?
186. What effect will the Governor's Reform Package have on our Year-Round School Program?
187. Is it possible to have the Year-Round School Program without forcing parents and students to accept a schedule they don't want?

In addition to the previously cited meetings on the subject of Year-Round School, there were also two additional meetings held which resulted from the decision to hold an Advisory Vote on this topic.

In both cases the meetings focused on specific questions asked, which were developed prior to the meeting and established as "Major Concern of Some Members of our Community".

The first such meeting was conducted with the Amerman School P.T.A. on May 5, 1970 and the second was with a designated group of representatives of the Junior Chamber of Commerce and was held in the Superintendent's office on May 25, 1970.

Both of these meetings were oriented to the same line of questioning and were spearheaded by persons from the same section of the community.

The following questions were asked (in writing) by these two groups.

AMERMAN P.T.A.

1. Most people wonder if Year-Round Schools are considered so good why haven't they succeeded in other areas particularly in warm climates where weather is not a factor. You answer this in part in the School Board minutes of March 23, 1970 when you indicate there is no "true Year-Round School operating in the country; every one started has failed". You go on further to state one reason for failure would be: "not approached right in the community, that is, converted after community expanded, with no previous study, and did not consider what it takes to convert to Year-Round School operation". You go on further to discuss the economic aspects and the $1,000,000 cost of conversion. Our questions would be:

(a) What other reasons are involved in the failures? Or have you studied these yet?

(b) Isn't the area around Atlanta one of the fastest expanding in the South, and involved as one of the failures mentioned above?

(c) Is your primary consideration the economics aspects?

(d) Is it not reasonable for the Northville study to fully analyse the failures and report the full details prior to an advisory vote?

2. In many references involved with the study including the minutes of the meeting of March 23rd and the recent questionnaire to high school students the administration has indicated it is considering what is acceptable to the students, staff, and business. However, other than the one survey of 50% of the parents of all school age students, I have seen little reference as to whether or not the parents count, and especially the mothers of elementary school children who might have to spend their vacation inside in Jan., Feb., March and early April.

(a) On the surveys done so far has this group of parents been separated so you can consider their reactions?

(b) If not, do you plan to do so?

3. You indicated that the study itself will not be written up until the end of June at the earliest, and that you plan to ask for an extension from the State. You also indicated that no proposed scheduling would be done until after this.

(a) How do you expect the people of Northville to vote other than "NO" without knowledge of the full study, and;

(b) How the scheduling might affect the children in any one family much less in any one neighborhood?

4. In much of the study so far the economic aspects appear to be an overriding consideration. You have indicated that the cost of conversion of the schools would run about $1,000,000 and the possible savings in construction costs in the future would be as much as $7,500,000 with the operating costs remaining about the same per pupil.

(a) Do you have any estimate as to the possible amount of the recovery of conversion costs from the State or Federal government?

(b) In estimating the construction savings have you taken into consideration the recoveries and payments from developers?

(c) Do you have any estimates as to what you will need in additional operating millage?

(d) How do the possible cost savings breakdown on an annual basis per homeowner?

5. You indicated that at the April 25th seminar of all the school districts involved in the Year-Round School Study that none of the other districts felt they would save money.

(a) If this is the case how do you feel we can save so much money?

6. Much has been made of possible improvements in educational quality.

(a) In what areas and grade levels, and what types of improvements can we expect in quality?

(b) How soon can we expect these improvements after we converted to Year-Round Schools?

(c) What would they cost?

7. You had a meeting with the other superintendents from the other districts involved in the Year-Round Study yesterday.

(a) Would you comment on the reactions and feelings if the other superintendents as to their findings on the feasibility of Year-Round Schools?

8. The Northville School District comprises a great deal of rural and semi-rural area and will for sometime in view of Northville Township's zoning requirements on 1 acre lot minimums.

(a) Don't you feel as an educator that a great deal of a child's education comes from playing with others?

(b) Does it appear possible and feasible to schedule the four quarters in such a manner that the children in the same neighborhood will be able to have their vacations at the same time?

(c) Is it possible and feasible to schedule all the children in every family large or small at the same time unless the parents agree to a split vacation schedule?

9. What percentage of the parents of school age children would YOU feel would have to support Year-Round Schools before you recommended it to the School Board or is this a major consideration as far as you personally are concerned?

10. How does the new court ruling on the length of the school day affect the present schedule and the proposed Year-Round School schedule?

11. Northville as most suburbs has been and undoubtedly will remain a highly transient area. Most families transfers traditionally occur in January or June between semesters.

(a) What provision would be made for children with a fall or winter vacation to transfer to another district in that all the other districts in the country are now on a summer vacation plan?

12. Have you considered keeping the elementary schools on the normal basis with perhaps some summer program expansion, and changing the high school and perhaps part or all the junior high to a Year-Round system?

NORTHVILLE JUNIOR CHAMBER OF COMMERCE

1. Has Northville been granted the money by the House Senate Education Conference Committee? (line item addition or actual amount of 19,000 dollars for Northville to continue the Year-Round Study?)

2. You say you are going to save 7½ million dollars with the Year-Round Program; what will this mean in saving of millage, or reduction in the millage rate increase over what you project in the traditional school system?

3. Will the school facilities be available for recreational programs in the Year-Round basis the same as now?

(a) Will the High School pool be available to the public during the day?

(b) Will the school gyms be available to the public during the day? If not, what do you see as being necessary to provide a similar recreation program during all four quarters?

(c) Who will staff these facilities?

(d) How will the children get to the Scout Building or other facilities?

(e) Would Year-Round Schooling not have an effect on children being able to attend organized summer camps?

4. What will happen to the continuity of elementary grades?

(a) Will our children have the same teacher all three quarters they attend?

(b) Based on the fact that Kindergarten students must have access to 450 hours in the course of a year, and that they are now attending exactly that, will the teachers conferences going to have to be taken out of the schedule, would you have to lengthen the elementary school day?

(c) How will the Year-Round Program affect the kindergarten schedule?

5. Will a neighborhood winter vacation schedule have an adverse effect on property values as well as a lessening effect on construction?

6. On what basis would you select neighborhoods to be on a particular quarter plan? Does this now allow for possible discrimination?

7. Although there may not be a millage increase in the school; what do you estimate the increase in city millage will be to increase the needed recreational program?

(a) If the school facilities are not available who would pay for building an indoor swimming pool, gym and an inside skating rink to name a few?

8. On the survey would you give the percentage of the high school, junior high school and elementary school parents which made up the 50% parent survey?

(a) In regards to questions 14 and 15 on the survey, of the 77% parents that supported Year-Round Schooling, what percentage of the total elementary school parents were in support?

(b) Why were parents of preschoolers not included in the survey since they will have children in school at the time of institution?

(c) Why not a survey of 100% of the present parents?

9. Do you have any census concerning parents preferring to have schools located in neighborhoods as opposed to bussing them to existing buildings?

As indicated earlier, each presentation, with the exception of the last two mentioned, were concluded with the completion of a six question questionnaire.

Questions asked included:

1. Did the script and filmstrip help you better understand the Year-Round Concept?
2. Were you satisfied with answers to questions?
3. Did this meeting change your mind one way or the other about the Year-Round Concept?
   a. Interested to not interested
   b. Not interested to interested

c. Not interested to stronger feeling of not being interested
d. Interested to stronger feeling of being interested

4. Do you feel the Year-Round School concept worthy of further consideration by the Board of Education?
5. Would you like to know more about the Year-Round School? Specifically what?
6. If the community survey indicates that the Year-Round School concept is feasible in Northville, would you be interested in working on a Citizens Implementation Committee?

Responses to these questions lead to three major observations regarding our presentation and the Year-Round Concept itself.

1. The filmstrip and script were telling the story so it could be understood.
2. People generally felt the concept worthy of further study.
3. People wanted more information about Year-Round School.

Specific responses to each question were as follows:

1. Did the script and filmstrip help you better understand the Year-Round concept? 238 Yes 10 No
2. Were you satisfied with answers to questions? 219 Yes 18 No
3. Did this meeting change your mind one way or the other about the Year-Round concept? 113 Yes 97 No
   a. Interested to not interested 5
   b. Not interested to interested 29
   c. Not interested to stronger feeling of not being interested 13
   d. Interested to stronger feeling of being interested 127
4. Do you feel the Year-Round School concept worthy of further consideration by the Board of Education? 223 Yes 23 No
5. Would you like to know more about the Year-Round School? 146 Yes 48 No
6. If the community survey indicates that the Year-Round School concept is feasible in Northville would you be interested in working on a Citizens Implementation Committee? 61 Yes 115 No

There was a total of 252 citizens who viewed the filmstrip during the short period that it was made available for viewing. It is anticipated that further use will be made of the filmstrip during Phase III of our study which we hope to embark on in August of this year (1970).

SUMMARY AND CONCLUSIONS

The Public Relations program as described in Chapter VI was one of the major objectives of the study and as such became the "bread and butter" of our study as regards the establishment of public attitude and understanding of and toward the concept of Year-Round School.

The ultimate effectiveness of our P.R. program can be measured by looking at the conclusions to Chapter VII which deals directly with the knowledge people obtain through the P.R. efforts of our study.

Our Year-Round Study P.R. program utilized several basic factors which are necessary in order that a complete story be told.

This study made use of the following:

1. A professional Public Relations firm.
2. Specific publications which dealt with the meat and potatoes of the Year-Round School Concept.
3. Direct mailings to all citizens.
4. Planned news releases.
5. Public appearances.
6. Slide presentation which dealt with "the communities problems" and made use of pictures taken in the community.
7. The "inform" approach rather than the "sell" approach.
8. Everyday news item articles as reported by newspaper reporters.
9. Public involvement.
10. Open-minded approach, in that we did not have all the answers nor did we possess to have same.

A review of our total P.R. effort during this study indicates that we published four specially oriented pamphlets, one filmstrip, three paid ads in the local newspaper and five special planned news releases.

In addition, this study was aided by 25 articles published by the local newspaper as weekly news items as well as two such articles which appeared in the Livonia/Plymouth paper and three which appeared in the Detroit News.

All in all, 43 different articles were published during the 15 month study of Phase II.

Also important to our P.R. program as well as to our total study was the 20 filmstrip presentations which assisted in telling our study as well as assisting in the establishment of community concerns and attitude regarding the Year-Round School Concept.

A list of 187 questions were developed through this phase of our P.R. program. A most valuable contribution to our study.

We also determined through this phase that people were supportive of our efforts to study this educational concept for possible use in their community.

The results of our study as represented through this entire report suggests that our P.R. program was a good one and that we did justice to the study charge of providing "a model of a dynamic Public Relations Program for making the community aware of its problems and the potential of the Extended School Year to solve them."

CHAPTER 7

SURVEYS

Feasibility of a Year-Round School Program is best determined through the evaluation of two major factors.

First, can the program be put into operation in a school district as regards utilization of facilities and funds and adaptation to curriculum? To determine this, one must become completely knowledgeable of the concept and how it best functions.

The second major factor which must be established in order to determine feasibility is the attitude of the people who will be affected by such a program change. This can best be determined by obtaining firsthand knowledge of how the people in the specific community to be affected feel about the concept.

It is this latter factor which we shall focus on in Chapter 7.

Survey was the method chosen to find out how affected persons felt about Year-Round School programming in Northville.

The four groups of people we solicited opinions from included:

1. Parents of school-age children.
2. Teaching Staff
3. Students
4. Business and Industry

Each of these groups were surveyed separately and are dealt with accordingly in the following pages.

COMMUNITY SURVEY

Before taking a close look at the community survey, we would first like to acknowledge Dr. Charles Cannell of the Bureau of Social Research, University of Michigan, Ann Arbor, Michigan, for his time and efforts in assisting us with the drafting of the Community Survey questionnaire, determining the survey sample and conducting of the orientation program for the survey takers.

We would also like to acknowledge the efficient assistance of the Northville Mother's Club who served as surveyors.

The "Community Survey" took place during the weeks of January 12 and 19, 1970 and was carried out with the assistance of 35 members of the Northville Mother's Club, who went door to door to solicit completion of questionnaires by persons who had been previously selected.

SAMPLING

A review of the school and community population suggested that a sampling of approximately 500 persons would be more than adequate for the 14,000 community population of our school district.

Because we hypothesized that people without children in school would be generally supportive of a Year-Round School Program because of its money-saving feature, we decided to survey those people who we felt would be most affected by such a change. The parent of school-age children became the target of our survey.

With the sample size and selection determined, we then focused on the actual sample.

In order to get a fair cross section of our community, we listed all families with children in school and identified them as having one child or more than one child. Our list disclosed slightly more than 1,400 school families in both groups, and we decided to survey 50% of each group.

Families were selected by taking every other name, thus, giving us a sampling of 50% of the families with one child in school and 50% of the families with more than one child in school.

The sample group was further broken down to facilitate our suspicion that women would react differently than men. Thus our survey took on the added feature of having every other questionnaire completed by the father with the rest being completed by a mother.

Once the sample was completely identified, names were grouped by their general location in the community and were evenly divided among the 35 Mother's Club Members who assisted in taking the survey.

The grouping of names to be surveyed assisted the surveyors by having them close together and also assisted our research by allowing us to determine whether different parts of the community felt differently about the Year-Round School Concept.

Following the selection of the sample, we went to work on the survey instrument, the questionnaire.

Our knowledge of the Year-Round School Concept plus our general public reactions to the early filmstrip showings enabled us to identify the major factors which must be determined through the survey.

After much time and consideration, and with the kind assistance of Dr. Charles Cannell, a 22-question questionnaire was developed and can be found in the Appendix of this report under Community Survey Questionnaire.

The survey sample included 709 persons of which 669 completed and returned their questionnaire.

General responses to the 22 questions follow.

Because questions one and two of the Community Survey dealt specifically with individual families rather than part of the total tally, no attempt has been made in this section to identify the responses to these two questions.

The following indicates the questions asked in the survey exclusive of questions one and two, including the number of responses and the percent of the total response which this number represents.

1. Omitted
2. Omitted
3. Are you familiar with the building program now under consideration by the Northville Board of Education?
   Yes 433 (64.7%)
   No 213 (31.8%)
   No Response 23 (3.4%)
4. Would you like to have our schools open longer hours or shorter hours than they are now?
   ELEMENTARY:
   Longer 64 (9.6%)
   Shorter 16 (2.4%)
   Same 470 (70.3%)
   No Response 119 (17.8%)
   JUNIOR:
   Longer 95 (14.2%)
   Shorter 3 (0.4%)
   Same 373 (55.8%)
   No Response 198 (29.6%)

SENIOR HIGH:

Longer 12 (18.2%
Shorter 9 (1.3%)
Same 361 (54.0%)
No Response 177 (26.5%)

5. Do you think that we can make better use of our present school buildings if we have classes in them all year round?
   Yes 452 (67.6%)
   No 181 (27.1%)
   No Response 36 (5.4%)
6. If you have more than one school-age child, how important is it for you to have them in school and on vacation at the same time?
   Very Important 393 (58.7%)
   Somewhat Important 114 (17.0%)
   Not Important 64 (9.6%)
   No Response 98 (14.6%)
7. If you could choose your child(ren's) vacation time, what season of the year would you prefer?
   Fall 41 (6.1%)
   Winter 31 (4.6%)
   Spring 30 (4.5%)
   Summer 475 (71.0%)
   No Response 92 (13.8%)
8. How important do you think it is that children from the same neighborhood attend school and take vacation at the same time?
   Very Important 244 (36.5%)
   Somewhat Important 226 (33.8%)
   Not Very Important 195 (29.1%)
   No Response 4 (0.6%)
9. Do you think you/your husband's employer would grant you/him vacation time any season of the year at your/his request?
   Yes 424 (63.4%)
   No 214 (32.0%
   No Response 31 (4.6%)
10. How much do you know about the Year-Round School Concept?
    Great Deal 45 (6.7%)
    Much 118 (17.6%)
    Some 372 (55.6%)
    Very Little 99 (14.8%)
    Nothing 30 (4.55%)
    No Response 5 (0.7%)
11. Where did you get most of your information about it? (Check as many as apply)
    Northville Record 472 (70.6%
    Year-Round Study Brochure 361 (54.0%)
    Neighborhood Discussion 117 (17.5%)
    Other (please specify) 87 (13.0%)
    Filmstrip Presentation 90 (13.5%)
    Discussion with friends 328 (49.0%)
    Opening School Doors Presentation 59 (8.8%)
12. Would you like to know more about the Year-Round School Program?
    Yes 492 (73.5%)
    No 115 (23.2%)
    No Response 22 (3.3%)
13. If you have more than one child and some of them were in school while others were on vacation, how would you feel about the Year-Round School Concept?
    Favor it 71 (10.6%)
    Oppose it 379 (56.7%)
    Undecided 141 (21.4%)
    No Response 78 (11.7%)
14. Would you favor Year-Round School if it improved quality of education even if it's inconvenient?
    Yes 439 (65.6%)
    No 183 (27.4%)
    No Response 47 (7.0%)
15. Would you favor Year-Round School if it saved money even if it's inconvenient?
    Yes 379 (56.7%)
    No 247 (36.9%)
    No Response 43 (6.4%)
16. Would you favor the Northville Public Schools starting a Year-Round School Program in the Summer/Fall of 1971?
    Yes 249 (37.2%)
    No 207 (30.9%)
    Undecided 207 (30.9%)
    No Response 6 (0.9%)
17. How long have you lived in the Northville School District?
    Less than 1 year 85 (12.7%)
    1 to 3 years 127 (19.0%)
    3 to 5 years 12 (18.2%)
    5 to 10 years 118 (17.6%)
    over 10 years 213 (31.8%)
18. Do you expect to be living in the Northville School District 3 years from now?
    Yes 612 (91.5%)
    No 31 (4.6%)
    No Response 26 (3.9%)
19. Are you a registered voter?
    Yes 545 (81.5%)
    No 117 (17.5%)
    Spouse:
    Yes 466 (69.7%)
    No 88 (13.2%)
20. Do you own or rent your home?
    Own 597 (89.2%)
    Rent 61 (9.1%)
21. Questionnaire completed by:
    Father 308 (46.0%)
    Mother 337 (50.4%)
    No Response 24 (3.6%)
22. Do you have any suggestions which would improve Northville's education program?
    Yes 156 (23.3%)
    No 378 (56.5%)
    No Response 135 (20.2%)

A general review of the preceding responses enables the establishment of the following general observations about community survey.

1. People in general are aware of the Building Program now in process.
2. People are generally supportive of our current time schedule.
3. Parents of older students appear more inclined to favor a longer school day.
4. People are generally opposed to a shorter school day.

5. The "no response" is too high to provide any reasonable, significant data for major generalizations as regards whether the District should change its school hours.
6. People generally favor the extended use of school facilities.
7. There is no significant difference in people's responses to use buildings year round and where they live in the community.
8. People are generally desirous of having children in school and on vacation at the same time regardless of location in the community.
9. Summer is the most desirable vacation period.
10. More people did not respond to the question dealing with when would you prefer vacation than those responding to vacation periods other than summer – this suggests that they are open to vacations other than at summertime.
11. The second most acceptable vacation period appears to be fall.
12. Most people are concerned that children from the same neighborhood attend school and are on vacation at the same time.
13. More people answered the question regarding vacation and neighborhood scheduling than any other question on the survey.
14. The community provides flexibility in vacation scheduling with a slight suggestion that people from the higher economic areas within the community have more freedom of choice for vacation option.
15. People are generally informed of the Year-Round School Concept.
16. The Northville Record appears to be the major source of public information regarding the Year-Round School Study.
17. Discussion with friends and/or neighbors was the second major source of information on the Year-Round School Study.
18. Most people obtained information regarding the Year-Round School Concept from at least two sources.
19. People in general want to know more about the Year-Round School Concept.
20. Response to question 13 regarding attitude towards Year-Round School if children from the same family were not on vacation at the same time, suggests that it is very necessary to schedule children from the same family for classes and vacation at the same time.
21. The high rate of undecided responses to question 13 dealing with vacation periods suggests the need for further analysis of this particular question.
22. The major portion of the people in this community would accept inconveniences if we improved the quality of education in Northville.
23. People in the older portions of our community appear to be more interested in financial savings, than the people in the newer areas of the community who appear more concerned with conveniences.
24. The general response to willingness to accept inconveniences if money were saved suggests that the financial savings override concern for conveniences for better than 50% of the population surveyed.
25. The community is undecided at the time of the survey as to the desirability of going to a Year-Round School Program. This coupled with the knowledge that we now have regarding the Advisory Vote held on June 8, reinforces the need for further information to be made available to the people of the community.
26. Results of the survey show a larger group of people in favor of converting to Year-Round School than the group opposed or the group undecided. The group in favor, however, is only 6% greater than the other two groups which represent 31% respectively.
27. Northville is a stable community.
28. The people included in the survey are a fair representation of the people who live in the School District and as a result, the survey results in the sampling are declared valid.
29. The Northville School District will retain the majority of its present population for a period long enough to see the instituting of the Year-Round School Concept if it in reality is feasible in Northville.
30. Most people currently living in the Northville District intend to be here three years from now.
31. The majority of the people living in the community will be affected by the decision regarding the Year-Round School Concept.
32. Eighty percent or more of our eligible voting parents of school-age children are registered voters.
33. Most parents of school-age children are homeowners in this community.
34. There was a relatively even distribution between the number of fathers and the number of mothers responding to the questionnaire.
35. Year-Round School appears feasible to the parents with children in our schools.

Deeper analysis of the survey has been made by focusing more closely on some of the questions which were specifically asked to facilitate the making of sound conclusions regarding people's attitudes.

Table XV, as an example, shows the 14 most significant questions asked and establishes the ranking of the responses according to the area of the community in which the surveyed person lives.

Note that persons living in area 1 are the second most informed group surveyed as regards our building program, and that it is also the group with the highest number of fathers completing the questionnaire.

Note, also, area 10 in which exists the highest demand for summer vacation and the lowest group for vacation flexibility from their employer.

Further note is made regarding area 3 response in Table XV, in that they were the most knowledgeable about our proposed building program and also the most knowledgeable about the Year-Round School Concept. They are also the least interested group regarding acceptance of inconveniences for better education.

Table XVI identifies the location of each area in the survey and also indicates how each group responded to question No. 3 of the survey. 64.7% of the people indicated

TABLE XV

FOURTEEN MOST SIGNIFIGANT SURVEY QUESTIONS RANKING OF RESPONSE BY COMMUNITY AREA

Area	Familian with Building Program Yes	Desire for year-round use of buildings Yes	School & Vacation at same time Imp.	Vacation desire-Summer	Neighborhood School & Vacation Imp.	Vacation and Employer Yes	Knowledge of Concept Some	To know more about Year-Round School Yes	If children of different vacation and school Favor	Opp.	Inconvenient but Better Education Yes	Inconvenient but Saves Money Yes	Year-Round School by 1971 Yes	No	Un.	Living in Northville in 3 years Yes	Questionaire Completed by Hus.	Wife
1	2	5	8	7	3	1	3	4	4	5	8	8	7	2	8	6	1	10
2	6	1	5	8	4	3	4	5	6	3	6	5	2	5	7	5	3	8
3	1	4	4	6	10	7	1	9	5	4	10	7	8	3	6	1	5	5
4	5	3	3	9	2	4	6	8	7	7	7	4	7	6	1	3	9	4
5	3	6	2	2	5	6	2	6	8	1	5	6	6	4	2	8	2	9
6	4	2	10	10	9	5	5	2	1	10	4	2	4	9	5	7	8	1
7	9	9	9	3	6	8	7	1	3	8	3	1	3	9	4	2	7	2
8	8	7	7	5	8	2	9	3	5	9	1	3	5	8	3	4	6	3
9	10	6	1	4	1	9	8	2	2	6	2	2	1	7	9	9	4	7
10	7	8	6	1	7	10	9	7	9	2	9	9	9	1	5	8	6	6

knowledge of our current building program. Area 9 was the least knowledgeable, while area 3 was the most knowledgeable.

Table XVII through XXXV provide the responses of each surveyed area on questions No. 4 - 22 asked on the survey questionnaire. One or two significant observations accompany each table.

TABLE XVI

FAMILIARITY WITH BUILDING PROGRAM

	Yes		No		No Response	
All Groups (Total Survey) (669)	433	64.7%	213	31.8%	23	3.4%
Group One Shadbrook/Edenderry (45)	37	82.2%	8	17.8%	0	0
Group Two Timberlane/Taft Colony (72)	47	65.3%	23	31.9%	2	2.8%
Group Three Northville Estates (39)	34	87.2%	4	10.3%	1	2.6%
Group Four Connemara/Westridge (66)	46	69.7%	17	25.8%	3	4.5%
Group Five Village Green/Heights (125)	94	75.2%	29	23.2%	2	1.6%
Group Six City-North (64)	45	70.3%	19	29.7%	0	0
Group Seven City-South (72)	35	48.6%	31	43.1%	6	8.3%
Group Eight Kings Mill/Six Mile (87)	45	51.7%	40	46.0%	2	2.3%
Group Nine Smock/Silver Spring (32)	14	43.8%	12	37.5%	6	18.8%
Group 10 Outer Perimeter (67)	36	53.7%	30	44.8%	1	1.5%

TABLE XVII

SCHOOL DAILY SCHEDULE

Elementary	Longer		Shorter		Same		No Response	
All Groups	64	9.6%	16	2.4%	470	70.3%	119	17.8%
Area One	4	8.9%	3	6.7%	30	66.7%	8	17.8%
Area Two	12	16.7%	2	2.8%	43	59.7%	15	20.8%
Area Three	5	12.8%	1	2.6%	26	66.7%	7	17.9%
Area Four	6	9.1%	1	1.5%	50	75.8%	9	13.6%
Area Five	14	11.2%	2	1.6%	93	74.4%	16	12.8%
Area Six	6	9.4%	3	4.7%	41	64.1%	14	21.9%
Area Seven	5	6.9%	1	1.4%	54	75.0%	12	16.7%
Area Eight	7	8.0%	2	2.3%	56	64.4%	22	25.3%
Area Nine	0	0	0	0	25	78.1%	7	21.9%
Area Ten	5	7.5%	1	1.5%	52	77.6%	9	13.4%
Junior High								
All Groups	95	14.2%	3	0.4%	373	55.8%	198	29.6%
Area One	5	11.1%	0	0	25	55.6%	15	33.3%
Area Two	18	25.0%	0	0	37	51.4%	17	23.6%
Area Three	7	17.9%	0	0	21	53.8%	11	28.2%
Area Four	7	10.6%	0	0	41	62.1%	18	27.3%
Area Five	21	16.8%	1	0.8%	72	57.6%	31	24.8%
Area Six	10	15.6%	0	0	35	54.7%	19	29.7%
Area Seven	9	12.5%	1	1.4%	41	56.9%	21	29.2%
Area Eight	10	11.5%	0	0	43	49.4%	34	39.1%
Area Nine	1	3.1%	0	0	18	56.3%	13	40.6%
Area Ten	7	10.4%	1	1.5%	40	59.7%	19	28.4%
High School								
All Groups	122	18.2%	9	1.3%	361	54.0%	177	26.5%
Area One	12	26.7%	0	0	19	42.2%	14	31.1%
Area Two	22	30.6%	0	0	36	50.0%	14	19.4%
Area Three	10	25.6%	0	0	21	53.8%	8	20.5%
Area Four	8	12.1%	2	3.0%	40	60.6%	16	24.2%
Area Five	25	20.0%	1	0.8%	69	55.2%	30	24.0%
Area Six	12	18.8%	0	0	42	65.6%	10	15.6%
Area Seven	13	18.1%	2	2.8%	39	54.2%	18	25.0%
Area Eight	11	12.6%	2	2.3%	37	42.5%	37	42.5%
Area Nine	0	0	1	3.1%	16	50.0%	15	46.9%
Area Ten	9	13.4%	1	1.5%	42	62.7%	15	22.4%

TABLE XVIII

BETTER USE OF SCHOOL FACILITIES THROUGH YEAR-ROUND USE

	Yes		No		No Response	
All Groups	452	67.6%	181	27.1%	36	5.4%
Area One	31	68.9%	10	22.2%	4	8.9%
Area Two	51	70.8%	17	23.6%	4	5.6%
Area Three	27	69.2%	11	28.2%	1	2.6%
Area Four	46	69.7%	14	21.2%	6	9.1%
Area Five	86	68.8%	31	24.8%	8	6.4%
Area Six	45	70.3%	14	21.9%	5	7.8%
Area Seven	45	62.5%	23	31.9%	4	5.6%
Area Eight	57	65.5%	29	33.3%	1	1.1%
Area Nine	22	68.8%	8	25.0%	2	6.2%
Area Ten	42	62.7%	24	35.8%	1	1.5%

All areas of community are supportive of extended use of school facilities through Year-Round scheduling. Area 7 and 10 appear to be the least supportive while area 2 and 6 are most supportive.

TABLE XIX

FAMILY SCHEDULE FOR CLASSES AND VACATION AT SAME TIME

	Very Important			Somewhat Important		Not Important		No Response	
Total Group	393	58.7%	(75.7%)	114	17.0%	64	9.6%	98	14.6%
Area One	27	60.0%	(73.3%)	6	13.3%	5	11.1%	7	15.6%
Area Two	41	56.9%	(75.0%)	13	18.1%	7	9.7%	11	15.3%
Area Three	25	64.1%	(76.9%)	5	12.8%	4	10.3%	5	12.8%
Area Four	37	56.1%	(78.8%)	15	22.7%	6	9.1%	8	12.1%
Area Five	84	67.2%	(80.0%)	16	12.8%	14	11.2%	11	8.8%
Area Six	31	48.4%	(71.8%)	15	23.4%	8	12.5%	10	15.6%
Area Seven	40	55.6%	(72.3%)	12	16.7%	10	13.9%	10	13.9%
Area Eight	48	55.2%	(73.6%)	16	18.4%	2	2.3%	21	24.1%
Area Nine	18	56.3%	(81.3%)	8	25.0%	1	3.1%	5	15.6%
Area Ten	42	62.7%	(74.6%)	8	11.9%	7	10.4%	10	14.9%

Response to this question suggests that acceptability of Year-Round School will be forthcoming only if all children in the same family are scheduled for classes and vacations at the same time. Area 9 is a little more concerned about this factor than the other study areas.

TABLE XX

VACATION PREFERENCE

	Fall		Winter		Spring		Summer		No Response	
Total Groups	41	6.1%	31	4.6%	30	4.5%	475	71.0%	92	13.8%
Area One	5	11.1%	0	0	5	11.1%	30	66.7%	5	11.1%
Area Two	1	1.4%	4	5.6%	5	6.9%	48	66.7%	14	19.4%
Area Three	2	5.1%	2	5.1%	1	2.6%	27	69.2%	7	17.9%
Area Four	9	13.6%	4	6.1%	1	1.5%	43	65.2%	9	13.6%
Area Five	9	7.2%	4	3.2%	4	3.2%	96	76.8%	12	9.6%
Area Six	5	7.8%	4	6.2%	4	6.2%	39	60.9%	12	18.8%
Area Seven	4	5.6%	3	4.2%	4	5.6%	54	75.0%	7	9.7%
Area Eight	2	2.3%	7	8.0%	2	2.3%	62	71.3%	14	16.1%
Area Nine	1	3.1%	2	6.2%	1	3.1%	23	71.9%	5	15.6%
Area Ten	3	4.5%	1	1.5%	3	4.5%	53	79.1%	7	10.4%

Summer is by far the most desirable, however, interest does exist at periods other than summer. In addition, it is surmised that 13.8% of the people are not concerned about this item in that they didn't respond. Area 10 provides the least flexibility in vacation scheduling, while area 6 provides the most.

TABLE XXI

NEIGHBORHOOD SCHEDULING OF CHILDREN

	Very Important			Somewhat Important		Not Important		No Response	
Total Groups	244	36.5%	(70.3%)	226	33.8%	195	29.1%	4	0.6%
Area One	15	33.3%	(73.3%)	18	40.0%	10	22.2%	2	4.4%
Area Two	24	33.3%	(72.2%)	28	38.9%	20	27.8%	0	0
Area Three	12	30.8%	(59.0%)	11	28.2%	16	41.0%	0	0
Area Four	32	48.5%	(75.8%)	18	27.3%	16	24.2%	0	0
Area Five	39	31.2%	(72.0%)	51	40.8%	35	28.0%	0	0
Area Six	19	29.7%	(67.2%)	24	37.5%	20	31.3%	1	1.6%
Area Seven	23	31.9%	(69.4%)	27	37.5%	22	30.6%	0	0
Area Eight	35	40.2%	(68.9%)	25	28.7%	26	29.9%	1	1.1%
Area Nine	15	46.9%	(78.8%)	7	21.9%	10	31.3%	0	0
Area Ten	30	44.8%	(70.2%)	17	25.4%	20	29.9%	0	0

Enough concern exists in this question to suggest that we should strive for neighborhood scheduling of children, particularly in the new subdivisions and the rural portion of our district. This observation brings forth the suspicion that rural communities could have difficulty with a Year-Round School Schedule.

TABLE XXII

PARENTAL ANTICIPATED EMPLOYER SUPPORT OF VARYING VACATION SCHEDULES

	Yes		No		No Response	
All Groups	424	63.4%	214	32.0%	31	4.6%
Area One	34	75.6%	6	13.3%	5	11.1%
Area Two	50	69.4%	17	23.6%	5	6.9%
Area Three	24	61.5%	14	35.9%	1	2.6%
Area Four	42	63.6%	22	33.3%	2	3.0%
Area Five	77	61.6%	43	34.3%	5	4.0%
Area Six	40	62.5%	21	32.8%	3	4.7%
Area Seven	41	56.9%	30	41.7%	1	1.4%
Area Eight	61	70.1%	23	26.4%	3	3.4%
Area Nine	18	56.3%	12	37.5%	2	6.2%
Area Ten	37	55.2%	26	38.8%	4	6.0%

The higher economic portions of our community provide greater anticipated flexibility for scheduling of vacations by their employers. It is suspected that this is the result of more persons being in managerial roles in these sections of the community.

TABLE XXIII

HOW WELL INFORMED ARE YOU REGARDING YEAR-ROUND SCHOOL?

	Great Deal		Much		Some		Very Little		Nothing		No Response	
Total Groups	45	6.7%	118 (79.9%)	17.6%	372	55.6%	99	14.8% (19.3%)	30	4.5%	5	0.7%
Area One	2	4.4%	11 (82.1%)	24.4%	24	53.3%	5	11.1% (15.5%)	2	4.4%	1	2.2%
Area Two	5	6.9%	20 (81.9%)	27.8%	34	47.2%	9	12.5% (16.7%)	3	4.2%	1	1.4%
Area Three	2	5.1%	5 (87.1%)	12.8%	27	69.2%	5	12.8% (12.8%)	0	0	0	0
Area Four	3	4.5%	13 (78.7%)	19.7%	36	54.5%	12	18.2% (19.7%)	1	1.5%	1	1.5%
Area Five	17	13.6%	25 (85.6%)	20.0%	65	52.0%	16	12.8% (14.4%)	2	1.6%	0	0
Area Six	5	7.8%	11 (81.3%)	17.2%	36	56.3%	10	15.6% (18.7%)	2	3.1%	0	0
Area Seven	4	5.6%	6 (76.4%)	8.3%	45	62.5%	12	16.7% (23.6%)	5	6.9%	0	0
Area Eight	2	2.3%	20 (74.7%)	23.0%	43	49.4%	14	16.1% (24.1%)	7	8.0%	1	1.1%
Area Nine	3	9.4%	1 (75.0%)	3.1%	20	62.5%	4	12.5% (21.9%)	3	9.4%	1	3.1%
Area Ten	2	3.0%	6 (74.7%)	9.0%	42	62.7%	12	17.9% (25.4%)	5	7.5%	0	0

Most people know at least something about the Year-Round School Concept.

TABLE XXIV

SOURCE OF PUBLIC KNOWLEDGE OF YEAR-ROUND SCHOOL

	Opening School Doors Presentation		Northville Record		Film Strip Presentation		Year-Round Brochure		Discussion with Friends		Neighborhood Discussion		Other	
Total	59	8.8%	472	70.6%	90	13.5%	361	54.0%	328	49.0%	117	17.5%	87	13.0%
Area 1	3	6.7%	38	84.4%	6	13.3%	30	66.7%	24	53.3%	9	20.0%	5	11.1%
Area 2	8	11.1%	50	69.4%	12	16.7%	50	69.4%	36	50.0%	8	11.1%	9	12.5%
Area 3	3	7.7%	35	89.7%	5	12.8%	24	61.5%	21	53.8%	8	20.5%	6	15.4%
Area 4	8	12.1%	51	77.3%	6	9.1%	38	57.6%	35	53.0%	16	24.2%	9	13.6%
Area 5	5	4.0%	92	73.6%	18	14.4%	69	55.2%	66	52.8%	23	18.4%	17	13.6%
Area 6	5	7.8%	48	75.0%	5	7.8%	36	56.3%	35	54.7%	17	26.6%	9	14.1%
Area 7	6	8.3%	54	75.0%	5	6.9%	36	50.0%	30	41.7%	8	11.1%	9	12.5%
Area 8	10	11.5%	53	60.9%	17	19.5%	32	36.8%	32	36.8%	12	13.8%	12	13.8%
Area 9	3	9.4%	18	56.3%	6	18.8%	15	46.9%	16	50.0%	3	9.4%	5	15.6%
Area 10	8	11.9%	33	49.3%	10	14.9%	31	46.3%	33	49.3%	13	19.4%	6	9.0%

The community's local newspaper was established as the major source of information regarding Year-Round School operation, and discussion with friends and neighbors established as the second best source.

TABLE XXV

COMMUNITY INTEREST FOR MORE INFORMATION ON YEAR-ROUND SCHOOL

Total Groups	492	73.5%	115	23.2%	22	3.3%
Area One	33	73.3%	11	24.4%	1	2.2%
Area Two	51	70.8%	16	22.2%	5	6.9%
Area Three	26	66.7%	12	30.8%	1	2.6%
Area Four	45	68.2%	17	25.8%	4	6.1%
Area Five	88	70.4%	32	25.6%	5	4.0%
Area Six	50	78.1%	11	17.2%	3	4.7%
Area Seven	61	84.7%	10	13.9%	1	1.4%
Area Eight	66	75.9%	21	24.1%	0	0
Area Nine	25	78.1%	6	18.8%	1	3.1%
Area Ten	47	70.1%	19	28.4%	1	1.5%

A significant portion of the community is interested in further information with Area 7 being most interested and Area 3 being the least interested.

TABLE XXVI

SUPPORT FOR YEAR - ROUND SCHOOL IF CHILDREN IN SAME FAMILY ARE ON DIFFERENT QUARTER SCHEDULING

	Favor It		Oppose It		Undecided		No Response	
Total Groups	71	10.6%	379	56.7%	141	21.1%	78	11.7%
Area One	5	11.1	25	55.6	9	20.0	6	13.3
Area Two	7	9.7	43	59.7	12	16.7	10	13.9
Area Three	4	10.3	22	56.4	8	20.5	5	12.8
Area Four	6	9.1	35	53.0	18	27.3	7	10.6
Area Five	11	8.8	82	65.6	20	16.0	12	9.6
Area Six	11	17.2	29	45.3	18	28.1	6	9.4
Area Seven	10	13.9	38	52.8	14	19.4	10	13.9
Area Eight	9	10.3	45	51.7	21	24.1	12	13.8
Area Nine	5	15.6	17	53.1	3	9.4	7	21.9
Area Ten	3	4.5	43	64.2	18	26.9	3	4.5

People would be strongly opposed to a Year-Round School Program if children in the same family were scheduled on different quarters.

TABLE XXVII

ACCEPTANCE OF INCONVENIENCE OF YEAR-ROUND SCHOOL FOR IMPROVED EDUCATIONAL PROGRAM

	Yes		No		No Response	
Total Groups	439	65.6%	183	27.4%	47	7.0%
Area One	26	57.8	13	28.9	6	13.3
Area Two	46	63.9	18	25.0	8	11.1
Area Three	21	53.8	14	35.9	4	10.3
Area Four	40	60.6	20	30.3	6	9.1
Area Five	83	66.4	35	28.0	7	5.6
Area Six	45	70.3	15	23.4	4	6.2
Area Seven	51	70.8	17	23.6	4	5.6
Area Eight	66	75.9	17	19.5	4	4.6
Area Nine	24	75.0	6	18.8	2	6.2
Area Ten	37	55.2	28	41.8	2	3.0

A large enough portion of the community would accept inconveniences if the District were to improve educational opportunity, to suggest the program is functional, thus, feasible.

TABLE XXVIII

ACCEPTANCE OF INCONVENIENCES OF YEAR ROUND SCHOOL FOR FINANCIAL SAVING.

	Yes		No		No Response	
Total Groups	379	56.7%	247	36.9%	43	6.4%
Area One	21	46.7%	19	42.2%	5	11.1%
Area Two	40	55.6%	24	33.3%	8	11.1%
Area Three	20	51.3%	18	46.2%	1	2.6%
Area Four	37	56.1%	23	34.8%	6	9.1%
Area Five	66	52.8%	49	39.2%	10	8.0%
Area Six	42	65.6%	19	29.7%	3	4.7%
Area Seven	49	68.1%	20	27.8%	3	4.2%
Area Eight	53	60.9%	31	35.6%	3	3.4%
Area Nine	21	65.6%	10	31.3%	1	3.1%
Area Ten	30	44.8%	34	50.7%	3	4.5%

Although response to this question was not as favorable as that in Table XXVII, it also suggests people's willingness to accept inconveniences to save money.

One can also establish from Tables XXVII and XXVIII that the community is more concerned with education than its related costs.

TABLE XXIX

SUPPORT FOR TRANSITION TO YEAR-ROUND SCHOOL IN 1971

	Yes		No		Undecided		No Response	
Total Groups	249	37.2%	207	30.9%	207	30.9%	6	0.9%
Area One	15	33.3%	19	42.2%	11	24.4%	0	0
Area Two	32	44.4%	21	29.2%	19	26.4%	0	0
Area Three	12	30.8%	15	38.5%	12	30.8%	0	0
Area Four	22	33.3%	19	28.8%	24	36.4%	1	1.5%
Area Five	44	35.2%	37	29.6%	42	33.6%	2	1.6%
Area Six	27	42.2%	16	25.0%	20	31.3%	1	1.6%
Area Seven	31	43.1%	18	25.0%	23	31.9%	0	0
Area Eight	34	39.1%	23	26.4%	28	32.2%	2	2.3%
Area Nine	16	50.0%	9	28.1%	7	21.9%	0	0
Area Ten	16	23.9%	30	44.8%	21	31.3%	0	0

Response to the question "Would you favor the Northville Public Schools starting a Year-Round School program in the Summer/Fall of 1970?" established a split in the community of approximately 1/3 support, 1/3 opposition and 1/3 undecided. A 50% split of the 1/3 undecided response would provide significant support to the probability of a Year-Round School Program being introduced in Northville with further but careful planning.

TABLE XXX

LENGTH OF RESIDENCY IN SCHOOL DISTRICT

	Less than 1 year		1 to 3 years		3 to 5 years		5 to 10 years		Over 10 years		No Response	
Total Groups	85	12.7%	127	19.0%	122	18.2%	118	17.6%	213	31.8%	4	.6%
Area One	2	4.4%	11	24.4%	12	26.7%	11	24.4%	9	20.0%	0	0
Area Two	8	11.1%	9	12.5%	11	15.3%	21	29.2%	23	31.9%	0	0
Area Three	1	2.6%	15	38.5%	7	17.9%	6	15.4%	10	25.6%	0	0
Area Four	11	16.7%	7	10.6%	13	19.7%	13	19.7%	22	33.3%	0	0
Area Five	5	4.0%	19	15.2%	35	28.0%	26	20.8%	38	30.4%	2	1.6%
Area Six	3	4.7%	13	20.3%	10	15.6%	6	9.4%	31	48.4%	1	1.6%
Area Seven	9	12.5%	8	11.1%	9	12.5%	12	16.7%	34	47.2%	0	0
Area Eight	37	42.5%	30	34.5%	8	9.2%	4	4.6%	8	9.2%	0	0
Area Nine	2	6.2%	7	21.9%	9	28.1%	3	9.4%	11	34.4%	0	0
Area Ten	7	10.4%	8	11.9%	8	11.9%	16	23.9%	27	40.3%	1	1.5%

A reasonable and stable distribution of residency exists in the school district.

TABLE XXXI

EXPECTED NORTHVILLE RESIDENCY OF EXISTING CITIZENS THREE YEARS FROM PRESENT

	Yes		No		No Response	
Total Groups	612	91.5%	31	4.6%	26	3.9%
Area One	41	91.1%	1	2.2%	0	0
Area Two	66	91.7%	2	2.8%	4	5.6%
Area Three	39	100.0%	0	0	0	0
Area Four	61	92.4%	3	4.5%	2	3.0%
Area Five	112	89.6%	8	6.4%	5	4.0%
Area Six	58	90.6%	4	6.2%	2	3.1%
Area Seven	67	93.1%	3	4.2%	2	2.8%
Area Eight	80	92.0%	5	5.7%	2	2.3%
Area Nine	28	87.5%	1	3.1%	3	9.4%
Area Ten	60	89.6%	4	6.0%	3	4.5%

An overwhelming portion of the community expects to be living in Northville in 1973. This established beyond doubt that they would in some way be affected by a Year-Round School program, should such a program change take place within a reasonable length of time following this study. It also establishes the necessity to abide by general feelings of the surveyed group of citizens.

TABLE XXXII

REGISTERED VOTERS

	Yes		No		No Response		Spouse Yes		Spouse No		No Response	
Total Groups	545	81.5%	117	17.5%	7	1.0%	466	69.7%	88	13.2%	115	17.2%
Area One	37	82.2	8	17.8	0	0	35	77.8	4	8.9	6	13.3
Area Two	60	83.3	11	15.3	1	1.4	52	72.2	5	6.9	15	20.8
Area Three	37	94.9	2	5.1	0	0	35	89.7	1	2.6	3	7.7
Area Four	56	84.8	10	15.2	0	0	41	62.1	15	22.7	10	15.2
Area Five	115	92.0	7	5.6	3	2.4	98	78.4	6	4.8	21	16.8
Area Six	50	78.1	13	20.3	1	1.6	44	68.8	9	14.1	11	17.2
Area Seven	58	80.6	12	16.7	2	2.8	47	65.3	9	12.5	16	22.2
Area Eight	58	66.7	29	33.3	0	0	48	55.2	19	21.8	20	23.0
Area Nine	24	75.0	8	25.0	0	0	23	71.9	7	21.9	2	6.2
Area Ten	50	74.6	17	25.4	0	0	43	64.2	13	19.4	11	16.4

The School District has a fairly good voter eligibility which suggests we have a community of people interested in Governmental Affairs, of which Schools are one.

TABLE XXXIII

HOME OWNERSHIP

	Own		Rent		No Response	
Total Groups	597	89.2%	61	9.1%	11	1.6%
Area One	43	95.6%	2	4.4%	0	0
Area Two	66	91.7%	5	6.9%	1	1.4%
Area Three	38	97.4%	1	2.6%	0	0
Area Four	66	100.0%	0	0	0	0
Area Five	121	96.8%	3	2.4%	1	.8%
Area Six	53	82.8%	10	15.6%	1	1.6%
Area Seven	54	75.0%	17	23.6%	1	1.4%
Area Eight	63	72.4%	18	20.7%	6	6.9%
Area Nine	31	96.9%	1	3.1%	0	0
Area Ten	62	92.5%	4	6.0%	1	1.5%

A very small portion of the community is represented by people who do not own their own home. Area four has no rentals, while area seven has over 20% rented homes.

TABLE XXXIV

SURVEY RESPONDENTS

	Father		Mother		No Response	
Total Groups	308	46.0%	337	50.4%	24	3.6%
Area One	26	57.8%	17	37.8%	2	4.4%
Area Two	34	47.2%	35	48.6%	3	4.2%
Area Three	18	46.2%	20	51.3%	1	2.6%
Area Four	27	40.9%	34	51.5%	5	7.6%
Area Five	61	48.8%	59	47.2%	5	4.0%
Area Six	27	42.2%	36	56.3%	1	1.6%
Area Seven	31	43.1%	40	55.6%	1	1.4%
Area Eight	39	44.8%	46	52.9%	2	2.3%
Area Nine	15	46.9%	16	50.0%	1	3.1%
Area Ten	30	44.8%	30	50.7%	3	4.5%

The survey was designed in such a way as to obtain a 50% split in husband and wife responses. This survey objective was pretty well met.

TABLE XXXV

SUGGESTIONS FOR GENERAL SCHOOL IMPROVEMENTS

Total Groups	156	23.3%	378	56.5%	135	20.2%
Area One	16	35.6%	18	40.0%	11	24.4%
Area Two	19	26.4%	39	54.2%	14	19.4%
Area Three	10	25.6%	24	61.5%	5	12.8%
Area Four	14	21.2%	35	53.0%	17	25.8%
Area Five	33	26.4%	69	55.2%	23	18.4%
Area Six	13	20.3%	40	62.5%	11	17.2%
Area Seven	19	26.4%	40	55.6%	13	18.1%
Area Eight	12	13.8%	59	67.8%	16	18.4%
Area Nine	3	9.4%	18	56.3%	11	34.4%
Area Ten	17	25.4%	36	53.7%	14	20.9%

77% of the people made no suggestion for general school improvements, which suggests community satisfaction with their schools.

It is recognized in the writing of this report that other observations could have been made regarding several of the preceding Tables, however, this was not done due to the belief that there was greater value in the analysis of responses to a specific question, as compared to the responses to other questions.

Such a comparison of responses has been made for the following questions and groupings of categorized respondents.

1. Senior Citizen responses to all questions (not part of formal survey).
2. Citizen responses to survey (who were not part of the formal survey).
3. How mothers responded to survey questions 5, 10, 14, 15 and 16.
4. How mothers with children in Elementary School (K-5) responded to questions 5, 10, 14, 15 and 16.
5. How mothers with children in Elementary and Secondary Schools responded to questions 5, 10, 14, 15 and 16 (K-8; K-5; 9-12; K-12)
6. How mothers with children in the Secondary School only (6-12) responded to questions 5, 10, 14, 15 and 16.
7. Vacation preference of families according to number of children in family.
   a. 1 child families
   b. 2 children families
   c. 3 children families
   d. 4 children families
   e. 5 children families
   f. 6 children families
   g. 7 children families
   h. 8 children families
8. Comparison of general responses of each community area on a specific question as compared to the area's response to other specified questions:
   a. Question 5 to 10
   b. Question 5 to 14
   c. Question 5 to 15
   d. Question 5 to 16

e. Question 6 to 7
f. Question 6 to 8
g. Question 6 to 13
h. Question 6 to 14
i. Question 6 to 15
j. Question 7 to 6
k. Question 7 to 8
l. Question 7 to 9
m. Question 7 to 14
n. Question 7 to 15
o. Question 8 to 6
p. Question 8 to 7
q. Question 8 to 14
r. Question 8 to 15
s. Question 9 to 7
t. Question 10 to 12
u. Question 10 to 14
v. Question 10 to 15
w. Question 10 to 16
x. Question 12 to 10
y. Question 13 to 6
z. Question 14 to 6
aa. Question 14 to 7
bb. Question 14 to 8
cc. Question 14 to 10
dd. Question 14 to 15
ee. Question 15 to 6
ff. Question 15 to 7
gg. Question 15 to 8
hh. Question 15 to 10
ii. Question 15 to 14
jj. Question 16 to 5
kk. Question 16 to 10
ll. Question 16 to 18

9. Persons responding Yes to question 14 and Yes to question 15.
10. Persons responding Yes to questions 5, 14, 15 and 16.
11. Responses to all survey questions by persons who answered question 16 Yes.
12. Responses to all survey questions by persons who answered question 16 No.
13. Responses to all survey questions by persons who answered question 16 Undecided.

The following Tables and related comments represent the analysis of the previously cited comparisons of questions and/or groupings of respondents that we feel are most significant to our study and on which we have based our conclusions as to Year-Round School feasibility for the Northville Public Schools.

TABLE XXXVI

RESPONSES OF SENIOR CITIZENS

Total						17
1. Ages of pre-school children:						
2. Grades of children:						
3. Yes						14
No						1
4. Elementary:	Longer	4	Shorter	0	Same	3
Junior:	Longer	5	Shorter	0	Same	2
Senior High:	Longer	5	Shorter	0	Same	2
5. Yes						16
No						0
6. Very Important						3
Somewhat Important						1
Not Important						0
7. Fall						0
Winter						0
Spring						0
Summer						3
8. Very Important						4
Somewhat Important						3
Not Very Important						3
9. Yes						1
No						0
10. Great Deal						1
Much						6
Some						4
Very Little						4
Nothing						1
11. Northville Record						8
Filmstrip presentation						13
Year-Round Study Brochure						7
Discussion with friends						1
Neighborhood Discussion						1
Opening School Doors Presentation						4
Other						1
12. Yes						7
No						3
13. Favor it						0
Oppose it						3
Undecided						2
14. Yes						9
No						0
15. Yes						11
No						0
16. Yes						10
No						0
Undecided						3
17. Less than 1 year	3	3 to 5 years	0			
1 to 3 years	1	5 to 10 years	0			
		over 10 yrs.	11			
18. Yes						12
No						0
19. Voter—Yes 13, No 0; Spouse—Yes 6, No 1						
20. Own						9
Rent						6
21. Father						2
Mother						4
22. Yes						0
No						3

TABLE XXXVI

RESPONSES OF SENIOR CITIZENS

Total 17
1. Ages of pre-school children:
2. Grades of children:
3. Yes 14
No 1
4. Elementary: Longer

The small sampling of Senior Citizens established the following general observations:

1. Extended use of our School Buildings is desirable.
2. Senior Citizens support parents of shcool-age children as regards having children in one family on the same vacation schedule.They also support parents' desire for scheduling children by neighborhood.
3. Senior Citizens are generally informed about the Year-Round School Study, but are interested in knowing more about it.
4. Senior Citizens support the acceptance of inconvenience if Year-Round School improves education and saves money.
5. Senior Citizens would support conversion to a Year-Round School Program.

In general, Senior Citizens' responses are very similar to the surveyed group except for the fact that Senior Citizens were more positive in their reaction to those questions which deal directly with the actual operation of a Year-Round School Program.

TABLE XXXVII
PEOPLE'S RESPONSES OTHER THAN SENIOR CITIZENS AND THOSE WHO PARTICIPATED IN THE FORMAL SURVEY

Total					22
1. Ages of pre-school children:					1) 4
					2) 5
					3) 1, 2, 4
2. Grades of children:					1) 12, 8
					2) Kindergarten
					3) 10, 8
3. Yes					15
No					4
4. Elementary:	Longer	5	Shorter	0	Same 9
Junior:	Longer	8	Shorter	0	Same 6
Senior High:	Longer	8	Shorter	0	Same 7
5. Yes					20
No					0
6. Very Important					3
Somewhat Important					2
Not Important					3
7. Fall					2
Winter					3
Spring					2
Summer					4
8. Very Important					7
Somewhat Important					4
Not Very Important					9
9. Yes					11
No					1
10. Great Deal					2
Much					3
Some					13
Very Little					2
Nothing					0
11. Northville Record					14
Filmstrip presentation					19
Year-Round Study Brochure					8
Discussion with friends					9
Neighborhood Discussion					1
Opening School Doors Presentation					1
Other					0
12. Yes					16
No					1
13. Favor it					7
Oppose it					4
Undecided					4
14. Yes					16
No					0
15. Yes					15
No					2
16. Yes					13
No					0
Undecided					7
17. Less than 1 year		0	3 to 5 years		0
1 to 3 years		0	5 to 10 years		2
over 10 yrs.					19
18. Yes					21
No					0
19. Voter–Yes 13, No 0; Spouse–Yes 6, No 1					
20. Own					15
Rent					5
21. Father					7
Mother					8
22. Yes					0
No					7

The response of other citizens of the community outside of those surveyed and Senior Citizens, appeared to be a little more supportive of Year-Round School than the official survey sample. However, because this group is so small it is suspected that a larger sample would place them with a similar attitude as the survey grouping. This gives further support to the validity of our survey findings.

TABLE XXXVIII

MOTHER RESPONSES TO YEAR-ROUND SCHOOL SURVEY JANUARY 1970

Total Mothers – 339

RESPONSE TO QUESTION NO. 5

Yes	232
No	88
Blank	13
Undecided	6

RESPONSE TO QUESTION NO. 10

Great Deal	20
Much	63
Some	204
Very Little	42
Nothing	8
Blank	2

RESPONSE TO QUESTION NO. 14

Yes	238
No	82
Blank	11
Undecided	8

RESPONSE TO QUESTION NO. 15

Yes	208
No	111
Blank	12
Undecided	8

RESPONSE TO QUESTION NO. 16

Yes	100
No	122
Undecided	116
Yes and Undecided	1

Our analysis of Mother responses to questions 5 (year-round use of buildings), 10 (knowledge of Year-Round Concept), 14 (inconvenience for better education), 15 (inconvenience for money savings), and 16 (conversion to Year-Round School by 1971) provide the following observations:

Mothers of school-age children:

1. Think we would better utilize our buildings if we had classes in them all year round.
2. Are generally quite knowledgeable about the Year-Round School Concept.
3. Are willing to accept inconveniences if their children will receive a better education.
4. Are more interested in better education than saving money as regards the Year-Round Concept.
5. Are not ready to see the District convert to Year-Round School at this time.

TABLE XXXIX

MOTHERS' RESPONSES WITH CHILDREN IN ELEMENTARY SCHOOL ONLY (Kindergarten-Fifth)

RESPONSE TO QUESTION NO. 5

Yes	76
No	21
Blank	4
Undecided	2

RESPONSE TO QUESTION NO. 10

Great Deal	6
Much	18
Some	62
Very Little	13
Nothing	4

RESPONSE TO QUESTION NO. 14

Yes	77
No	23
Blank	2
Undecided	1

RESPONSE TO QUESTION NO. 15

Yes	61
No	38
Blank	2
Undecided	2

RESPONSE TO QUESTION NO. 16

Yes	33
No	31
Undecided	39

TABLE XL

MOTHERS' RESPONSES WITH CHILDREN IN ELEMENTARY AND HIGH SCHOOL, ELEMENTARY AND JUNIOR HIGH (Sixth-Eighth), OR ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOL

RESPONSE TO QUESTION NO. 5

Yes	62
No	34
Blank	5
Undecided	3

RESPONSE TO QUESTION NO. 10

Great Deal	6
Much	20
Some	63
Very Little	14
Nothing	1

RESPONSE TO QUESTION NO. 14

Yes	64
No	30
Blank	6
Undecided	4

RESPONSE TO QUESTION NO. 15

Yes	58
No	36
Blank	5
Undecided	5

RESPONSE TO QUESTION NO. 16

Yes	29
No	39
Undecided	36

TABLE XLI

MOTHERS' RESPONSES WITH CHILDREN IN UPPER GRADES ONLY (Sixth-Twelfth)

RESPONSE TO QUESTION NO. 5

Yes	92
No	33
Blank	4
Undecided	1

RESPONSE TO QUESTION NO. 10

Great Deal	7
Much	24
Some	79
Very Little	15
Nothing	3
Blank	2

RESPONSE TO QUESTION NO. 14

Yes	95
No	28
Blank	4
Undecided	2

RESPONSE TO QUESTION NO. 15

Yes	87
No	38
Blank	3
Undecided	2

RESPONSE TO QUESTION NO. 16

Yes	53
No	35
Undecided	41
Yes & Undecided	1

Mothers with children in the elementary grades (K-5) only are informed and generally more supportive of the Year-Round School Concept than mothers with children in both elementary and secondary grades, while they are less supportive of the Concept than mothers with children in just the secondary grades (6-12).

Vacation scheduling is seen as one of the most critical areas to deal with in establishing the feasibility of Year-Round School operation. To this end we have separated families according to the number of school-age children, in order to determine the potential distribution of

children in school if parents are given their vacation period choice.

Tables XLII through L indicate vacation preferences of parents according to the number of school-age children in the family.

TABLE XLII

PARENT PREFERENCE FOR VACATION SCHEDULE – 1 CHILD IN THE FAMILY

Summer	156
Winter	14
Spring	15
Fall	13
No Preference	16
Fall or Winter	2
Spring or Summer	2
Winter or Summer	2
Fall, Spring or Summer	3
Total	224

TABLE XLIII

PARENT PREFERENCE FOR VACATION SCHEDULE – 2 CHILDREN FAMILIES

Summer	169
Winter	8
Spring	10
Fall	20
No Preference	10
Fall or Spring	2
Winter or Spring	1
Winter or Summer	2
Fall or Summer	6
Spring or Summer	7
Fall, Spring or Winter	2
Total	237

TABLE XLIV

PARENT PREFERENCE FOR VACATION SCHEDULE – 3 CHILDREN FAMILIES

Summer	94
Winter	4
Spring	3
Fall	6
No Preference	5
Winter or Summer	2
Fall or Spring	1
Total	115

TABLE XLV

PARENT PREFERENCE FOR VACATION SCHEDULE – 4 CHILDREN FAMILIES

Summer	31
Winter	1
Spring	2
Fall	3
No Preference	3
Winter or Summer	1
Fall or Summer	1
Total	42

TABLE XLVI

PARENT PREFERENCE FOR VACATION SCHEDULE – 5 CHILDREN FAMILIES

Summer	12
Winter	4
Spring	1
Fall	1
No Preference	3
Total	21

TABLE XLVII

PARENT PREFERENCE FOR VACATION SCHEDULE – 6 CHILDREN FAMILIES

Summer	7
Fall	2
Total	9

TABLE XLVIII

PARENT PREFERENCE FOR VACATION SCHEDULE – 7 CHILDREN FAMILIES

Summer	5
Total	5

TABLE XLIX

PARENT PREFERENCE FOR VACATION SCHEDULE – 8 CHILDREN FAMILIES

Summer	1
Total	1

TABLE L

TOTAL NUMBER OF CHILDREN ON VACATION IF SCHEDULED ACCORDING TO INITIAL SURVEY REQUEST

Summer	1039
Winter	66
Spring	57
Fall	100
Fall or Winter	2
Spring or Summer	16
Winter or Spring	2
Fall or Spring	7
Fall or Summer	16
Winter or Summer	16
Fall, Spring or Winter	4
Fall, Spring or Summer	3
No Preference	78
Summer Maximum	1168
Winter Maximum	168
Spring Maximum	184
Fall Maximum	210
Total Number of Students Represented	1406

Table L is the most significant of the nine tables dealing with vacation preference. Analysis of this table provides the following observations:

1. The larger the family the fewer the vacation options of the parents.
2. A summer vacation is the most frequently indicated.
3. The number of persons identifying fall, winter and/or spring as desired vacation quarters is significantly large enough to suggest feasibility of Year-Round School.
4. Based on the 1406 children reported in this survey, we would need 1055 children in school each quarter and 351 on vacation each quarter.
5. According to the vacation preference requested, it would be necessary to require 340 children to take vacation at a time other than summer as requested. Approximately one-half of this number would have to take vacation during each of the remaining three vacation quarters.
6. Approximately 36% of the District's student population would be required to take vacation at a time other than that requested by the parents.
7. Approximately 64% of the student body could

attend school and be on vacation according to parental vacation desires.

Table LI through Table LXXI deal with the comparison of responses to specific questions by each survey area of the community.

Note that the first column in each table establishes the rank order of importance in response to one question, and the second column establishes the corresponding rank order of response to the question being compared to.

Example: In Table LI the area placing the highest priority on the use of schools year round, ranks fourth in knowledge of Year-Round School Concept while the group rating year-round use of buildings fourth, ranks first in knowledge of the Year-Round School Concept.

TABLE LI

QUESTION 5 COMPARED TO QUESTION 10 – BETTER USE OF BUILDINGS WITH CLASSES IN THEM YEAR ROUND AND KNOWLEDGE OF YEAR-ROUND SCHOOL CONCEPT.

Question 5	Question 10
1	4
2	5
3	6
4	1
5	3
6	2
6	8
7	9
8	9
9	7

Persons indicating the strongest desire to use school buildings year round are generally the most knowledgeable persons regarding the Year-Round School Concept.

TABLE LII

QUESTION 5 COMPARED TO QUESTION 14 – BETTER USE OF BUILDINGS WITH CLASSES IN THEM YEAR ROUND AND ACCEPTANCE OF INCONVENIENCE FOR BETTER EDUCATION.

Question 5	Question 14
1	6
2	4
3	7
4	10
5	8
6	5
6	2
7	1
8	9
9	3

Persons placing highest priority on using school buildings year round are least willing to accept inconvenience for better education.

TABLE LIII

QUESTION 5 COMPARED TO QUESTION 15 – BETTER USE OF BUILDINGS WITH CLASSES IN THEM YEAR ROUND AND ACCEPTANCE OF INCONVENIENCE FOR SAVING MONEY.

Question 5	Question 15
1	5
2	2
3	4
4	7
5	8
6	6
6	2
7	3
8	9
9	1

Persons placing the least significance on using our school buildings year round, are most willing to accept inconvenience if Year-Round School would save money.

TABLE LIV

QUESTION 5 COMPARED TO QUESTION 16 – BETTER USE OF BUILDINGS WITH CLASSES IN THEM YEAR ROUND AND DESIRE TO START A YEAR-ROUND PROGRAM BY 1971.

Question 5	Question 16
1	2
2	4
3	7
4	8
5	7
6	6
6	1
7	5
8	9
9	3

Persons who are least concerned as regards Year-Round School operation of our plants for better utilization are the most supportive of going to Year-Round School in 1971.

TABLE LV

QUESTION 6 COMPARED TO QUESTION 7 – IMPORTANCE OF ALL CHILDREN FROM SAME FAMILY BEING ON SAME SCHEDULE AND DESIRED VACATION SEASON.

Question 6	Question 7
1	4
2	2
3	9
4	6
5	8
6	1
7	5
8	7
9	3
10	10

Persons who place a high priority on having their children in school and on vacation at the same time do not necessarily place a high priority on summer vacation.

TABLE LVI

QUESTION 6 COMPARED TO QUESTION 8 – IMPORTANCE OF ALL CHILDREN FROM SAME FAMILY

BEING ON SCHEDULE AND DESIRE FOR NEIGHBORHOOD SCHEDULING OF CHILDREN.

Question 6	Question 8
1	1
2	5
3	2
4	10
5	4
6	7
7	8
8	3
9	6
10	10

The more importance placed on same school and vacation by all children in one family, the greater the importance in neighborhood scheduling of children.

TABLE LVII

QUESTION 6 COMPARED TO QUESTION 13 – IMPORTANCE OF ALL CHILDREN FROM SAME FAMILY BEING ON SAME SCHEDULE AND SUPPORT OF YEAR-ROUND SCHOOL ADOPTION IF CHILDREN ARE NOT ON SAME SCHEDULE.

Question 6	Question 13	
	Favor	Oppose
1	2	6
2	8	1
3	7	1
4	5	4
5	6	3
6	9	2
7	5	9
8	4	5
9	3	8
10	1	10

Those who place highest priority on having children in school and on vacation at the same time, indicate the strongest position of opposing Year-Round School if children were not on the same schedule. Reverse is also true.

TABLE LVIII

QUESTION 6 COMPARED TO QUESTION 14 – IMPORTANCE OF ALL CHILDREN FROM SAME FAMILY BEING ON SAME SCHEDULE AND ACCEPTANCE OF INCONVENIENCE FOR BETTER EDUCATION.

Question 6	Question 14
1	2
2	5
3	7
4	10
5	6
6	9
7	1
8	8
9	3
10	4

Persons who place low priority on having children in school and on vacation at the same time, place a high priority on saving money and providing better education, but place a higher priority on saving money than on better educational opportunities.

TABLE LIX

QUESTION 6 COMPARED TO QUESTION 15 – IMPORTANCE OF ALL CHILDREN FROM SAME FAMILY BEING ON SAME SCHEDULE AND ACCEPTANCE OF INCONVENIENCE FOR SAVING MONEY.

Question 6	Question 15
1	2
2	6
3	4
4	7
5	5
6	9
7	3
8	8
9	1
10	2

Persons who place low priority on having children in school and on vacation at the same time, place a high priority on saving money and providing better education, but place a higher priority on saving money than on better educational opportunities.

TABLE LX

QUESTION 7 COMPARED TO QUESTION 8 – VACATION SEASON PREFERENCE AND DESIRE FOR NEIGHBORHOOD SCHEDULING OF CHILDREN.

Question 7	Question 8
1	7
2	5
3	6
4	1
5	8
6	10
7	3
8	4
9	2
10	9

Persons placing high priority on desire for summer vacation are less concerned about neighbors' scheduling of children than those who are less concerned about having vacation in the summer.

TABLE LXI

QUESTION 7 COMPARED TO QUESTION 9 – VACATION SEASON PREFERENCE AND ANTICIPATED EMPLOYER WILLINGNESS TO GRANT VACATION WHEN REQUESTED BY EMPLOYEES.

Question 7	Question 9
1	10
2	6
3	8
4	9
5	2
6	7
7	1
8	3
9	4
10	5

Persons placing a high priority on vacation in summer, indicate less willingness on the part of their employer to allow vacation time at request of parent, or low priority on summer vacation – higher willingness of employer to grant upon request.

TABLE LXII

QUESTION 7 COMPARED TO QUESTION 14 – VACATION SEASON PREFERENCE AND ACCEPTANCE OF INCONVENIENCE FOR BETTER EDUCATION.

Question 7	Question 14
1	9
2	5
3	3
4	2
5	1
6	10
7	8
8	6
9	7
10	4

People willing to accept inconveniences are equally concerned about improved education and reduced spending.

TABLE LXIII

QUESTION 7 COMPARED TO QUESTION 15 – VACATION SEASON PREFERENCE AND ACCEPTANCE OF INCONVENIENCE FOR SAVING MONEY.

Question 7	Question 15
1	9
2	6
3	1
4	2
5	3
6	7
7	8
8	5
9	4
10	2

People willing to accept inconveniences are equally concerned about improved education and reduced spending.

TABLE LXIV

QUESTION 8 COMPARED TO QUESTION 14 – DESIRE FOR NEIGHBORHOOD SCHEDULING OF CHILDREN AND ACCEPTANCE OF INCONVENIENCE FOR BETTER EDUCATION.

Question 8	Question 14
1	2
2	7
3	8
4	6
5	5
6	3
7	9
8	1
9	4
10	10

Those who place a high priority on neighborhood scheduling of school and vacation are less concerned about saving money and improving education than those with little concern for neighborhood scheduling.

TABLE LXV

QUESTION 8 COMPARED TO QUESTION 15 – DESIRE FOR NEIGHBORHOOD SCHEDULING OF CHILDREN AND ACCEPTANCE OF INCONVENIENCE FOR SAVING MONEY.

Question 8	Question 15
1	2
2	4
3	8
4	5
5	6
6	1
7	9
8	3
9	2
10	7

Those who place a high priority on neighborhood scheduling of school and vacation are less concerned about saving money and improving education than those with little concern for neighborhood scheduling.

TABLE LXVI

QUESTION 10 COMPARED TO QUESTION 12 – KNOWLEDGE OF YRS CONCEPT AND DESIRE TO KNOW MORE.

Question 10	Question 12
1	9
2	6
3	4
4	5
5	2
6	8
7	1
8	2
9	3
9	7

Regardless of how much people feel they know, they still wish to know more about Year-Round School; however, there is a slight tendency for most knowledgeable people to be less desirous of more information.

TABLE LXVII

QUESTION 10 COMPARED TO QUESTION 14 – KNOWLEDGE OF YRS CONCEPT AND ACCEPTANCE OF INCONVENIENCE FOR BETTER EDUCATION.

Question 10	Question 14
1	10
2	5
3	8
4	6
5	4
6	7
7	3
8	2
9	1
9	9

Persons indicating high knowledge of Year-Round School Concept express less desire to be inconvenienced for better education than those less knowledgeable of the concept.

TABLE LXVIII

QUESTION 10 COMPARED TO QUESTION 15 – KNOWLEDGE OF YRS CONCEPT AND ACCEPTANCE OF INCONVENINECE FOR SAVING MONEY.

Question 10	Question 15
1	7
2	6
3	8
4	5
5	2
6	4
7	1
8	2
9	3
9	9

Persons indicating high knowledge of Year-Round School Concept express less desire to be inconvenienced for dollar savings than those less knowledgeable about the concept.

TABLE LXIX

QUESTION 10 COMPARED TO QUESTION 16 – KNOWLEDGE OF YRS CONCEPT AND DESIRE FOR ADOPTIONS OF YEAR-ROUND PROGRAM BY 1971.

Question 10	Question 16
1	8
2	6
3	7
4	2
5	4
6	7
7	3
8	1
9	9
9	5

The most knowledgeable of the concept, are the most willing to go Year-Round School in 1971.

TABLE LXX

QUESTION 14 COMPARED TO QUESTION 15 – ACCEPTANCE OF INCONVENIENCE FOR BETTER EDUCATION AND ACCEPTANCE OF INCONVENIENCE FOR SAVING MONEY.

Question 14	Question 15
1	3
2	2
3	1
4	2
5	6
6	5
7	4
8	8
9	9
10	7

Persons who place high willingness to accept inconvenience for improved education, also place high willingness to accept inconvenience for dollar savings.

TABLE LXXI

QUESTION 16 COMPARED TO QUESTION 18 – ANTICIPATE LIVING IN COMMUNITY THREE YEARS FROM NOW AND DESIRE FOR ADOPTION OF YEAR-ROUND PROGRAM BY 1971.

Question 18	Question 16
1	9
2	5
3	2
4	7
5	4
6	8
7	3
7	6
8	1
9	8

There appears to be no significant attitudinal position of persons and whether they expect to be living in Northville three years from now and whether it is desirable to go to Year-Round School in 1971.

Earlier analysis of data collected through the survey reported that approximately 36% of the children would not be placed on vacation according to parental request. To determine the extent to which this 36% might become negative to the establishment of a Year-Round School Program in Northville, we have prepared Table LXXII to show reactions to questions 14 and 15 which were designed to measure willingness to accept inconvenience (such as not getting vacation when requested) for better education and/or saving money.

TABLE LXXII

COMPARISONS OF PERSONS RESPONDING YES TO QUESTION 14 AND QUESTION 15

QUESTION 14

Would you favor Year-Round School if it improved quality of education even if it's inconvenient?

Yes – 439; No – 183; No Answer – 47

QUESTION 15

Would you favor Year-Round School if it saved money even if it's inconvenient?

Yes – 379; No – 247; No Answer – 43

Observations of Table LXII show that:

1. Of the 439 persons who would accept inconvenience if education were improved, 362 of them also indicated that they would accept inconvenience if money were saved.
2. Of the 379 persons who would accept inconvenience if money were saved, 362 of them also indicated willingness to accept inconvenience if education were improved.
3. Of the 669 persons responding to the survey, 516 indicated a willingness to accept inconvenience if we improved educational opportunities and/or saved money.

Survey question number 5 "Do you think that we can make better use of our present school buildings if we have classes in them all year-round?" was included in the survey to determine whether people in general would like to see our school buildings used year round. 68% of those surveyed responded Yes.

Table LXIII shows how this 68% responded to other selected questions.

TABLE LXXIII
PEOPLE SUPPORTING YEAR-ROUND USE OF SCHOOL BUILDINGS

1. How many of the 452 people who answered No. 5 Yes also answered No. 14, 15 and 16 Yes?
   Of the 452 people who answered No. 5 Yes, 218 also answered No. 14, 15 and 16 Yes.
2. How well informed about the Year-Round School are the 452 people who answered No. 5 Yes?

Great Deal	24	Very Little	57
Much	84	Nothing	9
Some	274		

3. How well informed are the people who answered No. 5, 14, 15 and 16 Yes?

Great Deal	15	Very Little	19
Much	43	Nothing	4
Some	136		

4. How many of the 452 people who answered No. 5 Yes answered No. 7 Summer?
   Of the 452 people who answered No. 5 Yes, 288 answered No. 7 Summer.
5. How many people who answered No. 5, 14, 15 and 16 Yes answered No. 7 Summer?
   Of the 218 people who answered No. 5, 14, 15 and 16 Yes, 116 answered No. 7 Summer.

Observations of Table LXXIII include:

1. Approximately 50% of those supporting year-round use of our buildings are ready for Year-Round School Program adoption in Northville.
2. Those favoring year-round use of our buildings, are quite knowledgeable of the Year-Round School Concept.
3. Approximately 65% of those advocating year-round use of school buildings indicate a preference for summer vacation. However, since these same people also indicate a willingness to accept inconvenience for better education and saving money, it is suggested that this should not create a problem.

Tables LXXIV, LXXV, and LXXVI group into three categories responses to question number 16 "Would you favor the Northville Public Schools starting a Year-Round School Program in the summer/fall of 1971?" Within each category we have provided their responses to the other 21 questions on the survey questionnaire.

TABLE LXXIV

RESPONSES FROM PEOPLE WHO ANSWERED QUESTION 16 YES

Total 249

1. Yes 66
   No 182
2. People who have

1 child in school	90
2 children in school	91
3	34
4	16
5	5
6	6
7	2

3. Yes 169
   No 71
4. Elementary: Longer 44 Shorter 7 Same 155
   Junior: Longer 56 Shorter 0 Same 122
   Senior High: Longer 72 Shorter 3 Same 120
5. Yes 244
   No 5
6. Very Important 105
   Somewhat Important 60
   Not Important 45
7. Fall 31
   Winter 23
   Spring 22
   Summer 129
   Fall or Winter 2
   Fall or Spring 2
   Fall or Summer 8
   Winter or Spring 1
   Spring or Summer 2
   Winter or Summer 3
   Fall, Spring or Winter 4
   No Preference 22
8. Very Important 47
   Somewhat Important 92
   Not Very Important 110
9. Yes 206
   No 41
10. Great Deal 19
    Much 50
    Some 150
    Very Little 25
    Nothing 5
11. Northville Record 187
    Filmstrip Presentation 35
    Year-round Study Brochure 48
    Neighborhood Discussion 37
    Opening School Doors Presentation 19
    Discussion with friends 117
12. Yes 227
    No 22
13. Favor it 66
    Oppose it 68
    Undecided 115

14. Yes 237
No 12
15. Yes 229
No 20
16. Yes 249
No 0
Undecided 0
17. Less than 1 year 31
1 to 3 years 47
3 to 5 years 41
5 to 10 years 48
over 10 years 82
18. Yes 235
No 14
19. Voter
Yes 212 No 14
Spouse
Yes 184 No 23
20. Own 223
Rent 26
21. Father 122
Mother 127
22. Yes 66
No 83

NUMBER OF PEOPLE FROM EACH DISTRICT

1#	15	6#	27
2#	31	7#	31
3#	12	8#	36
4#	23	9#	17
5#	43	10#	14

TABLE LXXV

RESPONSES FROM PEOPLE WHO ANSWERED QUESTION 16 NO

Total 207
1. Yes 59
No 158
2. People who have
1 child in school 67
2 children in school 68
3 43
4 15
5 6
6 3
7 3
3. Yes 139
No 68
4. Elementary: Longer 14 Shorter 5 Same 158
Junior: Longer 16 Shorter 3 Same 131
Senior High: Longer 18 Shorter 3 Same 127
5. Yes 62
No 145
6. Very Important 159 Not Important 31
Somewhat Important 17
7. Fall 2 Fall or Spring 1
Winter 1 Spring or Summer 1
Spring 3 Winter or Summer 2
Summer 191 No Preference 6
8. Very Important 126
Somewhat Important 52
Not Very Important 29
9. Yes 86
No 121
10. Great Deal 24
Much 46
Some 101
Very Little 17
Nothing 14
11. Northville Record 144
Filmstrip Presentation 34
Year-Round Brochure 110
Discussion with friends 123
Neighborhood Discussion 52
Opening School Doors 23
Presentation
12. Yes 89
No 118
13. Favor it 1
Oppose it 193
Undecided 13
14. Yes 50
No 157
15. Yes 16
No 191
16. Yes 0
No 207
Undecided 0
17. Less than 1 year 27
1 to 3 years 35
3 to 5 years 47
5 to 10 years 38
over 10 years 60
18. Yes 189
No 18
19. Voter
Yes 173 No 32
Spouse
Yes 150 No 26
20. Own 190
Rent 17
21. Father 103
Mother 104
22. Yes 65
No 142

NUMBER OF PEOPLE FROM EACH DISTRICT

1#	19	6#	18
2#	22	7#	18
3#	16	8#	22
4#	20	9#	9
5#	37	10#	26

TABLE LXXVI

RESPONSES FROM PEOPLE WHO ANSWERED QUESTION UNDECIDED

Total 211

1. Yes 58
   No 153
2. People who have
   1 child in school 70
   2 children in school 77
   3 39
   4 15
   5 7
   6 1
   8 1
3. Yes 127
   No 84
4. Elementary: Longer 9 Shorter 4 Same 161
   Junior: Longer 23 Shorter 0 Same 118
   Senior High: Longer 31 Shorter 3 Same 115
5. Yes 148
   No 63
6. Very Important 126
   Somewhat Important 42
   Not Important 43
7. Fall 10
   Winter 8
   Spring 8
   Summer 160
   Spring or Summer 5
   Winter or Summer 2
   Fall or Summer 4
   Fall, Spring or Summer 1
   No Preference 13
8. Very Important 71
   Somewhat Important 82
   Not Very Important 58
9. Yes 132
   No 79
10. Great Deal 2
    Much 21
    Some 114
    Very Little 60
    Nothing 14
11. Northville Record 140
    Filmstrip Presentation 19
    Year-Round Study Brochure 96
    Discussion with friends 68
    Neighborhood Discussion 28
    Opening School Doors Presentation 14
12. Yes 178
    No 33
13. Favor it 130
    Oppose it 5
    Undecided 76
14. Yes 153
    No 57
15. Yes 135
    No 76
16. Yes 0
    No 0
    Undecided 211
17. Less than 1 year 28
    1 to 3 years 45
    3 to 5 years 34
    5 to 10 years 33
    over 10 years 71
18. Yes 190
    No 21
19. Voter
    Yes 163 No 47
    Spouse
    Yes 134 No 38
20. Own 190
    Rent 21
21. Father 93
    Mother 118
22. Yes 39
    No 172

NUMBER OF PEOPLE FROM EACH DISTRICT

1#	11	6#	21
2#	19	7#	25
3#	12	8#	31
4#	24	9#	7
5#	44	10#	17

Observations of Tables LXXIV, LXXV and LXXVI include:

1. Those answering Yes to question 16 represent more children than those answering No and/or Undecided.
2. Those answering question 16 No also indicate that schools would not be better utilized if operated year-round. Those answering Yes or Undecided to question 16 support year-round use of schools.
3. All three groups report that it is important for all children in the same family to be in school and on vacation at the same time.
4. Summer vacation is more desirable to the question 16 No respondents than to those responding Yes or Undecided.
5. Yes respondents to question 16 provide the greatest flexibility for vacation scheduling.
6. Neighborhood scheduling of children is least important to question 16 Yes respondents and most important to No respondents.
7. No respondents to question 16 report least likelihood of employer giving them vacation at their request.
8. Undecided respondents to question 16 report the greatest number of uninformed people about the Year-Round School Concept. No significant difference exists between Yes and No respondents

as regards little or no knowledge of the concept (Yes – 30; No – 31).

9. Question 16 No respondents show:
   a. Very little interest in knowing more about the Year-Round School Concept.
   b. Unwillingness to accept inconvenience for better education.
   c. Unwillingness to accept inconvenience to save money (however, more interest in better education than in saving money).
10. No significant difference exists between the three groups responding to question 16 Yes, No or Undecided as regards:
   a. Length of residency in Northville
   b. Intentions to be living here 3 years from now
   c. Number of registered voters
   d. Owning of own home
11. The distribution of number of fathers and number of mothers responding in each group response to question 16 is about the same for the Yes and No groups, however, more mothers than fathers responded in the "undecided" group.
12. There is no significant difference in people's response to question 16 and what area of the community they live in.

COMMUNITY SURVEY–CONCLUSIONS

The preceding several pages in Chapter 7 have attempted to establish some basic information as regards the attitude of the Community of Northville regarding the potential of Year-Round School operation for the Northville Public School District.

To review the several tables and observations regarding each, you can come to but one conclusion: Year-Round School operation is feasible in Northville.

Some of the basic data which have been obtained from the Community Survey which support the general statement of feasibility for Northville are as follows:

1. Approximately 68% of the people in the community feel that better use can be made of our school buildings if we had classes in them year-round.
2. Approximately 66% of the people surveyed indicated a willingness to accept inconveniences if the School District improved educational opportunity for children by going to the Year-Round School Program.
3. Fifty-seven percent of the people indicated a willingness to accept inconveniences if the School District could save money by converting to a Year-Round School Program.
4. Fourteen percent of the people surveyed failed to respond to a choice of vacation, which we have interpreted as meaning a willingness to accept vacation when assigned by the School District.
5. An overwhelming portion of the community expects to be living in Northville by 1973, suggesting that when responding to the survey instrument, they recongized that they would be affected by such a program were it adopted by the Board of Education.
6. The Senior Citizen group of this community is an active one and is supportive of the concept. However, it should be pointed out that their support runs in a similar direction as that of the citizen with children in school.
7. Citizen response to the survey questionnaire, but not included as part of the actual survey, also lends strong support to the general opinions expressed by the group surveyed.
8. Mothers (who undoubtedly will be the most affected by conversion to Year-Round School Program) lend their support to the feasibility of Year-Round School operation by indicating a desire to see buildings used year round, and acceptance of inconvenience, for better education and saving of tax dollars.
9. The number of persons identifying fall, winter or spring as a desired vacation quarter, plus those who did not indicate a vacation quarter, and the fact that our proposed calendar would divide summer into two quarters, provides the flexibility for vacation scheduling for Year-Round School operation.
10. Based on the number of children represented by the responding citizens and their indicated vacation preference, only 36% of the District's population would be required to take vacation at a time other than that requested by the parents. With the provision of further information and better understanding on the part of parents of the community, it is expected that this percentage could be reduced considerably.
11. Persons who place a high priority on having their children in school and on vacation at the same time do not place a high priority on the need for a summer vacation, thus, suggesting that if we can schedule large families for the same school and vacation schedule, the family might be willing to accept a vacation other than the summer quarter.
12. Persons indicating the highest knowledge of the concept also indicate the greatest willingness to convert to a Year-Round School Program in 1971.
13. Persons who place high willingness to accept inconvenience for improved education also place high willingness to accept inconvenience for dollar savings.

In addition to the preceding conclusions reached from an analysis of the data which suggests feasibility, one can also establish from the same data several factors which have been identified by the survey respondents as being important and necessary, and are therefore determined as "requirements" for feasibility of Year-Round School operation in the Northville School District:

1. People are generally desirous of having children in school and on vacation at the same time regardless of their location in the community.
2. Because summer is the most desirable vacation period, the two summer quarters should be evenly divided for maximum summer vacation utilization by parents.
3. Most people are concerned that children from the same neighborhood attend school and are on vacation at the same time.

4. More people responded to the question regarding vacation and neighborhood scheduling than any other question in the survey, thus, suggesting importance of this item as indicated inthe previous point.
5. The local newspaper must be kept informed regarding the progress of the study in order that the community remain informed as we go along.
6. More information regarding Year-Round School Program must be provided for people of the community before conversion takes place.
7. The major portion of the people included in this survey expect to be living in the community three years from now. This is a time period in which the actual adoption of this concept, if it is to be adopted, must take place.
8. The inability at this time to meet the wishes of 36% of the student population in the District as regards vacation scheduling makes it mandatory that all aspects of year-round operation which can be controlled to the satisfaction of the parent must be done, in order that the least amount of resistance is forthcoming.

One must not move on to the next section of this chapter without taking two basic thoughts with him regarding the feasibility of Year-Round School in Northville. First, be conscious of the fact that the actual adoption of a Year-Round School Program for the children of the Northville Public Schools is feasible. Secondly, keep in mind that there are several factors which must be built into the adoption of a Year-Round School Program if it is to become acceptable once it has been adopted.

TEACHING STAFF SURVEY

Since the District's teaching staff was part of the Community Study Committee which functioned from January 1968 through January 1969, no attempt was made at a highpowered information program for teachers.

Teachers were provided with copies of the various publications during Phase 2 of our study. They were also exposed to the filmstrip and an opportunity to ask questions about the District's thinking as regards Year–Round School operation.

The Staff survey was diliberately held until the last moment (late May 1970) in order that teachers might have maximum time to weigh advantages and disadvantages of the concept.

In the spring of 1970, a questionnaire was developed, reviewed with the Northville Education Association Board of Directors (local teacher organization) and revised.

Teachers were asked to complete the questionnaire and return it to their principal. Because of the possible overtones to the bargaining table, no pressure was placed on teachers to complete the form.

Of the 142 teachers in the Northville Public Schools, 118 responded to the following 23 questions:

1. How many years have you been employed in Northville?
2. What level do you teach?
3. If given a choice, what season of the year would you select for vacation?
4. Do you think better use could be made of our school buildings if we have classes in them all year round?
5. What activity do you normally engage in during the summer?
6. Do you expect to be teaching in the Northville system three (3) years from now?
7. How much do you know about the Year-Round School?
8. Would you like to know about the Year-Round School Concept?
9. Would you be willing to attend after school sessions to learn more about the Year-Round School?
10. Would you favor the Year-Round Concept if it improved the quality of education even if it meant teaching at a time other than when you wanted to?
11. Would you favor the Year-Round Concept if it saved money for the District?
12. Would you favor the Northville Public Schools starting a Year-Round School program in the fall of 1972?
13. Would you be willing to participate in paid in-service summer sessions prior to the start of the Year-Round School?
14. Do you think it's important that your vacation be at the same time as your own children?
15. How many quarters would you be willing to teach in the Year-Round School?
16. If the Year-Round School operated on four (4) quarters, what quarter(s) would you like for vacation?
17. If Northville were to go to the Year-Round School, would you seek employment elsewhere?
18. Would you oppose the District converting to the Year-Round School, if the taxpayers approved its being done?
19. What do you see as the major strength of Year-Round School Concept?
20. What do you see as the major weakness of Year-Round School Concept?
21. Is your spouse employed full time?
22. If we were to move into a Year-Round School, how inclusive should our program be in the first year of operation?
23. Questionnaire completed by:

Before reviewing the staff reactions to the various questions and the observations regarding same, let us look at the staff response to the filmstrip showing and the questions which they asked.

Review of staff response to the six-question questionnaire which they were asked to complete after the filmstrip presentation indicated that 93 teachers responded accordingly:

1. 74 felt the filmstrip helped them better understand the Year-Round School Concept while 8 indicated it did not help them.
2. 73 were satisfied with answers to their questions, while 5 were dissatisfied.
3. 43 teachers indicated that the filmstrip changed their mind regarding the Year-Round School Concept, while 33 indicated no change.
   a. 5 from interested to not interested.
   b. 13 from not interested to interested.
   c. 2 from not interested to stronger feeling of not being interested.

d. 42 from interested to stronger feeling of being interested.

4. 80 teachers feel the concept is worthy of further consideration while 2 reject further consideration.
5. 54 indicated a desire to know more about the concept and 11 indicated no interest in further knowledge.
6. 14 indicated willingness to assist by serving on an implementation committee if the District decided to convert to a Year-Round School Program.

During the question and answer period which followed each filmstrip presentation, the following questions were asked by teachers.

1. Is anybody doing this?
2. When will come, the discussion of money and cost?
3. What is the reaction of groups so far?
4. What are the salary and schedules for teachers?
5. Can teachers work 3/4 – 2/4?
6. Do children go 3 quarters in a row?
7. What is the teacher responsibility to carry a class through a complete school year?
8. What are the curriculum changes?
9. How do you operate sports with nearby communities not on the 4 quarters?
10. What happens if they close O.L.V.?
11. What are the possibilities for un-grading also?
12. Could secondary adopt this if elementary didn't?
13. If the community says go ahead, then will it be put to a vote? (1)
14. What is the shortest time limit to convert to Year-Round School?
15. Are you stuck with the same vacation every year?
16. What is the possibility of recreational instructors being hired by the schools?
17. Would this affect teaching proficiency? Student proficiency? (Because of no rest) (1)
18. Do quarters coincide with those of universities?
19. How could curriculum changes be incorporated into self-contained classrooms (elementary)? Would one teacher add new pupils each quarter? (1)
20. What would be the class size?
21. What is Citizens Implementation Committee?
22. Could money be used as argument to talk people into this?
23. How much majority in favor needed?
24. Would winter vacations be favored by automotive workers?
25. How many times have you shown this program?
26. Is there any consensus of opinion of the people yet?
27. Is there any school in the country that has this program now?
28. Would teachers have a choice of quarters that they would teach?
29. What are the dates of the four quarters?
30. Is there a week vacation between each quarter?
31. Wouldn't children be changing teachers frequently and wouldn't it be detrimental to those children who need the security of one teacher?
32. As a teacher, would I find that I will be moved around from room to room, and from building to building?
33. Would there be a new group of children at each grade level, each quarter?
34. What happens to team teaching with this change?
35. Would the teacher be changing grade levels?
36. Would our curriculum have to be more highly structured in this program?
37. Would the buildings be air-conditioned?
38. Is it legal for the Board of Education to do this?
39. Will all of the children of the same family be in school the same quarters?
40. Would we go to computer scheduling?
41. Why aren't the schools that tried this program still on it?
42. If you do find it's possible, will you ask the people to vote on it?
43. Will students be permitted to choose quarters for attendance?
44. How do you meet need for sequence in subject matter?
45. Will public really buy Extended School Year?
46. Will salary be based on full year or per diem taught?
47. How can we conduct an extra-curricular program for all children?
48. Won't it cost more to move into the program?
49. Won't it cost more for staff?
50. How would curriculum be changed?
51. Are we really trying to push Extended School Year?
52. How can teachers go to school?
53. Is this a scare tactic?
54. How would we handle Special Service Personnel?

The actual survey questionnaire used to determine staff attitudes toward Year-Round School consisted of 23 questions and appears in the Appendix.

Questions 19 and 20 of this instrument were established for the purpose of determining the strengths and weaknesses of the Year-Round School Concept as seen by teachers.

Should the district decide to convert its program to a Year-Round School, we would use the strengths suggested by the teachers to build staff support on, and the weaknesses would be used to eliminate areas which could lead to failure.

In listing the strengths and weaknesses, we have broken them into two categories, secondary teachers (6-12) and elementary teachers (K-5) to facilitate future use should conversion become a reality.

Secondary teachers report 23 strengths and 32 weaknesses of the Year-Round School Concept.

Strengths:

1. More efficient use of facilities. (11 other teachers)
2. Saves Money.
3. Making use of school buildings. (14 other teachers)
4. Better program or curriculum for students. (11 other teachers)
5. Economy. (1 other teacher)
6. Occupy the time unoccupied.

7. Utilizes investment in property to the fullest.
8. Shorter semesters.
9. Save construction money.
10. Teachers would not only work ten months.
11. Smaller class size. (4 other teachers)
12. Allow children and teachers a choice on time of attendance. (1 other teacher)
13. Flexibility in scheduling.
14. In High School it would be valuable.
15. Summer employment for those who want it.
16. A chance for the better student.
17. All the attention given to our central administration furthering the study.
18. Cuts down on new construction.
19. Possibility to accelerate.
20. Better education. (2 other teachers)
21. Financial benefits.
22. Families could travel at "off season" prices.
23. Winter vacations without teachers having to do "make-up work."

Weaknesses:

1. Conflict with vacation patterns within the family unit.
2. Administration – organization of children and teachers; extra-curriculars, indoctrination of parents.
3. Vacation conflicts. (2 other teachers)
4. Operating.
5. If change to the four-quarter system, do not make the fourth quarter optional to the students. This is the reason Year-Round School Programs have failed.
6. Sports. (3 other teachers)
7. Parents will take their children on vacation whenever they want to, regardless of the child's schedule.
8. Students possibly could finish in three years, and might not be socially ready for college.
9. School facilities.
10. Community opposition which will not really be expressed until it is actually time to convert to Year-Round School.
11. The attitude of students toward summer sessions will be poor. (4 other teachers)
12. Scheduling. (9 other teachers)
13. Destruction of family unity. (2 other teachers)
14. Young children need freedom to just play during warm weather.
15. Many families cannot afford to fly to a winter vacation spot.
16. Community convenience. (3 other teachers)
17. The math and foreign languages will present present problems as so many levels would have to be offered each quarter.
18. Opposition of parents. (2 other teachers)
19. If continued on the 1-30 ratio, yet 1/3 less students, some classes would have to be discontinued.
20. When introduced in a small school system, there are not enough teachers to keep certain courses going. (2 other teachers)
21. Difficulty in programming of areas which are following a certain progression and require a prerequisite.
22. Cooperation of community. (3 other teachers)
23. The community cannot afford the costs involved. (3 other teachers)
24. Meeting the needs of students and parents.
25. Must make adjustments for extra-curricular activities. (2 other teachers)
26. Air conditioning would offset the savings in fuel.
27. Too many students taking a vacation in the summer.
28. Northville is too small for such a program.
29. Lack of attention to our other problems, some areas of teaching involve a mental stress that requires a long break or change.
30. Ignorance by people opposed.
31. Public does not want it.
32. Totally goof up any team teaching.

Elementary teachers report 17 strengths and 24 weaknesses.

Strengths:

1. Better use of school facilities. (10 other teachers)
2. Greater opportunities to adapt to individual needs. (1 other teacher)
3. Year-Round employment for those who want it. (1 other teacher)
4. Greater use of buildings. (5 other teachers)
5. Better utilization of teachers.
6. Saves money. (11 other teachers)
7. Attracting more male teachers.
8. Opportunity for children to repeat just one quarter rather than a "year".
9. Better education. (3 other teachers)
10. Save in construction costs.
11. Improved curriculum. (3 other teachers)
12. Flexibility. (3 other teachers)
13. Beneficial to High School students.
14. Economy.
15. Children who need extra help could continue through summer break and have their vacation when better suited for their learning progress.
16. Smaller classes.
17. Less building needed.

Weaknesses:

1. Planning vacation times for families. (13 other teachers)
2. Teaching during hot months could be a problem.
3. Need air-conditioning. (2 other teachers)
4. Scheduling of school. (4 other teachers)
5. Would not save a great deal of money. (2 other teachers)
6. Too complex.
7. Most people want summer vacations.
8. Scheduling of sports.
9. Difficult in finding time for year-end record work, since this would be occuring four times a year.
10. Summer is the best vacation time for children as there is so much to do. Children may not respond in learning during the summer.
11. No choice of vacations.
12. Some (younger) children being out of school in the winter and some children being in school in the summer.
13. Public acceptance. (4 other teachers)
14. Inconvenience.

15. Families who will not be willing to give up summer vacations.
16. This area warrants a summer vacation which enables the children to get outdoors to run and play. Our winter does not warrant this.
17. People opposed to winter vacations.
18. Different vacations for children and their playmates at home. (2 other teachers)
19. Planned activities for children. (3 other teachers)
20. Getting the community actually participating in it.
21. Transfers. (3 other teachers)
22. Scheduling of vacations in industry.
23. Winter vacations for people who cannot afford to go away.
24. Getting teachers and parents to accept vacations other than summer.

Staff response to the remaining 21 questions on the survey instrument are as follows:

1. How many years have you been employed in Northville?
   (0-1) 39; (1-2) 28; (2-5) 25; (5 or more) 26.
2. What level do you teach?
   (Elem.) 49; (J.H.) 33; (H.S.) 36.
3. If given a choice, what season of the year would you select for vacation?
   Fall–16; Winter–10; Spring–7; Summer–70; Winter or Summer–1;
   Fall, Spring or Summer–1; Fall or Summer–1; Fall or Spring–1; Spring or Summer–2; No Preference–9.
4. Do you think better use could be made of our school buildings if we have classes in them all year round?
   Yes–98; No–14; Not Sure–1; No Answer–5.
5. What activity do you normally engage in during the summer?
   Work–29; Professional studies–25; Other–33; Nothing–1;
   Work, Studies, other–2; Work and other–3; Studies and other–22; Work and studies–11.
6. Do you expect to be teaching in the Northville system three (3) years from now?
   Yes–65; No–42; No Answer–1; Don't know–10.
7. How much do you know about the Year–Round School?
   Much–34; Some–72; Little–12.
8. Would you like to know more about the Year-Round School Concept?
   Yes–80; No–31; No Answer–7.
9. Would you be willing to attend after school sessions to learn more about the Year-Round School?
   Yes–63; No–42; Don't know–2; No Answer–10.
10. Would you favor the Year-Round Concept if it improved the quality of education even if it meant teaching at a time other than when you wanted to?
    Yes–84; No–31; No Answer–3.
11. Would you favor the Year-Round Concept if it saved money for the District?
    Yes–86; No–26; No Answer–7.
12. Would you favor the Northville Public School starting a Year-Round School program in the fall of 1972?
    Yes–61; No–41; Not Sure–3; No Answer–13.
13. Would you be willing to participate in paid in-service summer sessions prior to the start of the Year-Round School?
    Yes–88; No–25; No Answer–4.
14. Do you think it's important that your vacation be at the same time as your own children?
    Yes–91; No–10; No Answer–12; No Children–5.
15. How many quarters would you be willing to teach in the Year-Round School?
    3 quarters–89; 4 quarters–14; 3 or 4 quarters–13; 2 or 3 quarters–5; No Answer–4; No Preference–2.
16. If the Year-Round School operated on four (4) quarters, what quarter(s) would you like for vacation?
    Fall–14; Winter–8; Spring–6; Summer–70; Fall or Spring–1; Fall or Winter–1; Spring or Summer–3; Fall or Summer–4; Winter or Summer–4; Winter or Spring–1; Fall, Spring or Summer–2; No Preference–11.
17. If Northville were to go to the Year-Round School, would you seek employment elsewhere?
    Yes–11; No–91; Not sure–7; No answer–14.
18. Would you oppose the District converting to the Year-Round School if the taxpayers approved its being done?
    Yes–22; No–83; No Answer–13.
19. What do you see as the major strength of Year-Round School Concept?
20. What do you see as the major weakness of Year-Round School Concept?
21. Is your spouse employed full time?
    Yes–65; No–35; No Answer–15; Single–3.
22. If we were to move into a Year-Round School, how inclusive should our program be in the first year of operation?
    K-12–67; 9-12–22; 6-12–15; No Answer–7;
    1 Elem. Bldg.–5; 1 J.H. Bldg.–3; 1 Grade Level–2.
23. Questionnaire completed by:
    Male–33; Female–85

A review of the preceding responses establishes the following observations as regards teacher reaction to a Year-Round School Program in Northville.

1. 59% of the staff prefer a summer vacation.
2. Most teachers favor year-round use of school buildings.
3. 24% of our current staff work at another job during the summer months.
4. 35% of our staff do not expect to be teaching in Northville by the 1973-74 school year.
5. Teachers feel informed about Year-Round School but would like to know more.
6. 70% of the staff favor Year-Round School and would support its adoption if it improved education and saved money.

7. Teachers are very much concerned that their vacation coincide with that of their children.
8. Only 12% of the staff report a willingness to teach four quarters, yet twice that many report that they work at other jobs during the summer months. (However, an additional 11% of the staff indicate a willingness to teach 3 or 4 queaters.)
9. 56% of the staff feel we should operate a K-12 Year-Round Program if we convert, while 44% indicate a program which is not all-encompassing.

In an attempt to determine whether there is any significant difference between how teachers feel and the age of the students they work with, we have developed Table LXXVII to show difference in response to 5 major questions on the questionnaire.

The questions included in these tables are:

10. "Would you favor the Year-Round School Concept if it improved the quality of education even if it meant teaching at a time other than when you wanted to?"
11. "Would you favor the Year-Round School Concept if it saved money for the district?"
12. "Would you favor the Northville Public Schools starting a Year-Round School Program in the Fall of 1972?"
14. "Do you think it is important that your vacation be at the same time as your own children?"
18. "Would you oppose the District converting to Year-Round School if the taxpayers approved it being done?"

TABLE LXXVII
TEACHER RESPONSE TO QUESTIONS
10, 11, 12, 14 AND 18
BY LEVEL OF ASSIGNMENT

	Elementary (K-5)		Secondary (6-12)	
Question 10	Yes 34	No 14	Yes 50	No 17
Question 11	Yes 40	No 9	Yes 46	No 16
Question 12	Yes 31	No 13	Yes 30	No 28
Question 14	Yes 40	No 3	Yes 51	No 7
Question 18	Yes 2	No 45	Yes 20	No 38

No significant difference appears between elementary and secondary teachers as regards:

1. Their willingness to accept an unrequested teaching quarter if the educational program were improved.
2. Support of Year-Round School if it saved the District money.
3. Desire to be on vacation with their children.

However, there is a difference in attitude regarding response to question 12 and 18 and the teaching level of a teacher.

1. Secondary teachers are much more opposed to the actual adoption of a Year-Round School Program by 1972 than are elementary teachers.
2. Secondary teachers would strongly oppose the adoption of a Year-Round School Program in Northville if conversion were ordered by the taxpayer.

Tables LXXVIII and LXXIX provide the responses to the teacher questionnaire by assignment level.

TABLE LXXVIII

ELEMENTARY STAFF RESPONSE

1. (0-1)–18; (1-2)–10; (2-5)–7; (5 or more)–14
2. (Elem.)–49; (J.H.)–0; (H.S.)–0
3. (Fall)–5; (Winter)–3; (Spring)–4; (Summer)–28; (No Preference)–4;
(Spring or Summer)–2; (Don't Know)–1; (Fall or Summer)–1; (Fall, Spring, or Summer)–1.
4. (yes)–44; (no)–4; (not sure)–1
5. (work)–8; (Professional studies)–8; (other)–20; (Professional & Other)–13.
6. (yes)–32; (no)–15; don't know)–2.
7. (Much)–10; (Some)–34; (Little)–5.
8. (Yes)–36; (No answer)–4; (No)–9.
9. (Yes)–36; (No)–11; (No answer)–4.
10. (Yes)–34; (No)–14; (No answer)–4.
11. (Yes)–40; (No)–9.
12. (Yes)–31; (No)–13; (Not sure)–3; (No answer)–2.
13. (Yes)–37; (No)–10; (No answer)–2.
14. (Yes)–40; (No)–3; (No answer)–3; (No children)–3.
15. (2 or 3)–3; (3)–40; (3 or 4)–4; (4)–2.
16. (Fall)–3; (Spring)–3; (Winter)–3; (Summer)–24; (No Preference)–6;
(Winter or Summer)–2; (Fall, Winter, or Spring)–1; (Fall, Spring, or Summer)–2; (Spring or Summer)–3; (Fall or Summer)–2.
17. (Yes)–1; (No)–40; (No answer)–1; (Not sure)–7.
18. (Yes)–2; (No)–45; (No answer)–2.
19.
20.
21. (Yes)–21; (No)–8; (Single)–3 (No answer)–5.
22. (K-12)–26; (9-12)–12; (6-12)–6; (No answer)–1;
I Elem. Bldg.)–3; (I J.H. Gldg.)–0; (I grade level)–0.
23. (Male)–5; (Female)–44.

TABLE LXXIX

HIGH SCHOOL STAFF RESPONSE

1. (0-1)–21; (1-2)–18; (2-5)–18; (5 or more)–22.
2. (Elem.)–0; (J.H.)–33; (H.S.)–36.
3. (Fall)–11; (Winter)–7; (Spring)–3; (Summer)–42;
(No preference)–3; (No answer)–1; (Fall, Spring)–1; (Winter, Summer)–1
4. (Yes)–54; (No)–10; (No answer)–5.
5. (Work)–21; (Professional Studies)–17; (Other)–13; (Work and Other)–5;
(Studies and Other)–9; (Work and Studies)–11; (Work, Studies, and Other)–2.
6. (Yes)–33; (No)–27; (Don't know)–8; (No answer)–1
7. (Much)–24; (Some)–38; (Little)–7.
8. (Yes)–44; (No)–22; (No answer)–3.
9. (Yes)–30; (No)–31; (No answer)–6; (Don't know)–2.
10. (Yes)–50; (No)–17; (No answer)–2.

11. (Yes)–46; (No)–16; (No answer)–7.
12. (Yes)–30: (No)–28; (No answer)–11.
13. (Yes)–51; (No)–16; (No answer)–2.
14. (Yes)–51; (No)–7; (No children)–2; (No answer)–9.
15. (2-3)–1; (3)–49; (3-4)–9; (4)–12; (No preference)–2; (No answer)–1; (Blank)–3.
16. (Fall)–11; (Winter)–5; (Spring)–3; (Summer)–46; (No preference)–4; (No answer)–1; (Fall, Summer)–2; (Fall, Winter)–1; (Fall, Winter & Spring)–1; (Winter, Summer)–2; (Fall, Spring)–1; (Winter, Spring)–1.
17. (Yes)–10; (No)–46; (No answer)–13.
18. (Yes)–20; (No)–38; (No answer)–11.
19.
20.
21. (Yes)–32; (No)–27; (No answer)–10.
22. (K-12)–41; (9-12)–10; (6-12)–9; (No answer)–6; (1 Elem. Bldg.)–2; (1 J.H. Bldg.)–3; (1 Grade Level)–2.
23. (Male)–28; (Female)–28

STUDENT SURVEY

Although no attempt is made to thoroughly analyze the reactions of students to a Year-Round School Program, we did feel it desirable to establish some observation as regards the general opinions of students in grades 7 – 12.

To facilitate such a survey, the Year-Round filmstrip was shown to them. This was followed by the same question and answer period which was provided for teacher and community groups.

Following the filmstrip presentation, a questionnaire to measure student reaction was developed. The assistance of the Student Council was utilized in the questionnaire construction, administration and tabulation.

Because of the age differences between the Junior and Senior High School students, the questions asked students differed for grades 7 and 8 and for grades 9 through 12. A copy of the actual questionnaire administered to each group can be found in the Appendix.

The following questions were asked of Junior High (7 and 8) students.

1. Grade level:
2. My home is located:
3. This survey is being completed by:
4. If you could choose your vacation, which quarter would you select?
5. If we were to adopt Year-Round School, would you prefer that students from the same area attend school at the same time?
6. Assuming the rules would permit you to participate in a sport or other activity during a quarter in which you weren't enrolled, would you participate?
7. How important do you think it is that you take a vacation at the same time as the rest of your family?
8. Do you feel informed about Year-Round School?
9. How important do you think it is that you and the other children in your family attend school at the same time?
10. If you could attend a fourth quarter to take one extra subject either to make up your work or to take an additional subject, would you want to do so?
11. Would you favor Year-Round School if the curriculum was improved even if it were inconvenient?
12. Would you favor the Northville Public Schools starting a Year-Round School Program in the summer/fall of 1972?

HIGH SCHOOL (9-12)

1. Grade level:
2. My home is located:
3. This survey is being completed by:
4. Would you prefer extended school day to Year-Round School?
5. If you could choose your vacation, which quarter would you select?
6. If we were to adopt Year-Round School, would you prefer that students from the same area attend school at the same time?
7. Do you think Year-Round School, would be advantageous to your securing a job?
8. Do you believe that Year-Round School would be advantageous to your securing a job?
9. Assuming the rules would permit you to participate in a sport or other activity during a quarter in which you weren't enrolled, would you you participate?
10. How important do you think it is that you take a vacation at the same time as the rest of your family?
11. Do you feel informed about Year-Round School?
12. Would you like to know more about Year-Round School?
13. How important do you think it is that you and the other children in your family attend school at the same time?
14. How much would it matter if you graduated at the close of any one of the four quarters rather than at the end of a traditional school year?
15. How important is the graduation ceremony to you?
16. Would you prefer to attend school for three 60-day periods with a 60-day vacation or would you prefer attending school all year for four 45-day sessions with each one followed by 15 days of vacation?
17. Would you like to be able to attend school all four quarters and graduate in less than the traditional number of years?
18. If you could attend a fourth quarter to take one extra subject either to make up work or to take an additional subject, would you want to do so?
19. If the Northville Public Schools offered a summer or evening school program open to adults and students, would you attend?
20. Would you favor Year-Round School if the curriculum was improved even if it were inconvenient?
21. Would you favor the Northville Public Schools starting a Year-Round School Program in the summer/fall of 1972?

22. Do you have any suggestions which would improve Northville's education program?

Before analyzing the general responses of the students, let us look at the questions which they raised following the filmstrip presentations.

1. What is the purpose of the student poll? What effect will it have?
2. What would happen if a majority of the students don't want this system?
3. How soon will this program go into effect? (6)
4. Will it be half or whole days?
5. How are they going to start this program off? Won't there be a lot of confusion?
6. How much say are the students or the Student Council going to have as to whether or not we go on the quadrimester plan?
7. If we have year-round school, how long will we be in school each day? How many hours?
8. If we accept the program and then decide we don't like it, can we get the old program back?
9. Where has this been tried before? (3)
   How do the students seem to like it?
10. How are semesters going to be changed?
11. Will we take classes for just one quadrimester? If we do, how many quadrimesters would it take to equal the semester we have now?
12. How long do you estimate having year-round school will delay needing a new high school?
13. What happened to the system of half days?
14. Why don't we have school 6 days a week and have two months vacation?
15. Aren't there more disadvantages than advantages?
16. If you decide to take 3 quarters and other students took the complete 4, wouldn't you be behind those kids when you returned?
17. How will the students stay caught up with the students that were in the quarter before?
18. Would it be possible to attend school year round and accumulate enough credits to graduate early? (3)
19. If you had enough credits to graduate from any grade, would you be able to graduate during the middle of a semester?
20. Would graduation depend on credit holdings?
21. What is going to happen when the class graduates? (2)
22. Specifically, what do you propose in the way of curriculum changes? Would there be an expansion? If so, of what nature? (2)
23. Will this program allow for more selective placement in class (ability level)?
24. Would classes become more specialized?
25. Would grade levels be eliminated?
26. What are you planning to do about people moving in (or out) of Northville? They may lose up to 2/3 of a school year.
27. How many more teachers will be needed? (2)
28. Will the teachers be teaching year round? Or only 1/2 or 1/4 of the school year? (3)
29. What is the opinion of teachers involving this system?
30. What is the total cost of conversion to the 4 semester system?
31. Would the cost of operation be less than the cost of new buildings? How much less? (2)
32. How would it save money? (2)
33. Will the taxes increase greatly with the added teacher and Board of Education salary hikes?
34. Will there be air conditioning in all the schools? (8)
35. How much will air conditioning cost to install and operate? (3)
36. How do you plan to handle sports activities? Can you participate when you're on vacation? (16)
37. What will happen to all extra-curricular activities? Can students participate during vacation? How will students be informed of extra-curricular activities while on vacation? (7)
38. What will happen with Homecoming? Proms? Class activities?
39. What will happen to the overwhelming enthusiasm and spirt Northville students have always displayed for class, sports, entire school, etc.?
40. What about the human factor? It's true that students are in school to learn, but their friendships play an important role in learning. Friends don't always live in the same neighborhood.
41. Will Driver Education be offered year round? (2)
42. Will each family get a choice of vacation time and will all the children in the family get the same vacation? Who gets priority? Who decides who gets which vacation?
43. Will a whole neighborhood be on vacation at the same time? (2)
44. How many days will be vacation? Will they be shorter than they are now?
45. What happens when parents get a certain month for vacation each year? (2)
46. Did you consider the cost of a student changing their vacation interests? Example: If they didn't have ski equipment and had to buy some.
47. Will students attending school during holidays have time off (Christmas, Easter, etc.)? How long will students have off for holidays? (6)
48. What happens if you have some activity which would take a week during a period you were not on vacation from school? Would you be allowed to do this activity?
49. What about people who don't want to change their vacation habits?
50. If not everyone has a vacation in the summer, what will become of the Northville Swim Club? Would we be able to go there at lunch if we belonged?
51. Can we wear sun glasses in summer months? If not, why?
52. Will the lunches be any better? (2)
53. What parents are going to give up their vacations so their children can go to school? Summer is relaxing weather and we should have this time to rest.
54. I don't like this idea. We should continue as we are now with a summer vacation. We don't want changes such as this.
55. It is too nice and too hot to be going to school in the summer. I say NO! and three more agree.

A review of the preceding questions suggests that the students have some of the same general concerns as parents. Of greatest significance to students are:

1. Air conditioning of schools.
2. Effect of Year-Round School on extra-curricular activities.
3. Vacation scheduling.

Student responses to the questions are shown in Tables LXXX and LXXXI.

TABLE LXXX
JUNIOR HIGH STUDENT RESPONSE

1. Grade level:
   7th – 235; 8th – 233.
2. My home is located:

Area			
1.	24	6.	52
2.	30	7.	49
3.	27	8	40
4.	29	9.	23
5.	81	10.	115

3. This survey is being completed by:
   A Girl – 220; A Boy – 248
4. If you could choose your vacation which quarter would you select?
   Fall – 10; Winter – 15; Spring – 2; Summer – 439
5. If we were to adopt Year-Round School, would you prefer that students from the same area attend school at the same time?
   Yes – 236; No – 90; Doesn't matter – 117
6. Assuming the rules would permit you to participate in a sport or other activity during a quarter in which you weren't enrolled, would you participate?
   Yes – 204; No – 88; Undecided – 162
7. How important do you think it is that you take a vacation at the same time as the rest of your family?
   Not important – 24; Somewhat important – 88; Very important – 347
8. Do you feel informed about Year-Round School?
   Not informed – 123; Somewhat informed – 244; Very informed – 77
9. How important do you think it is that you and the other children in your family attend school at the same time?
   Somewhat important – 119; Very important – 282; Not important – 52
10. If you could attend a fourth quarter to take one extra subject either to make up work or to take an additional subject, would you want to do so?
    Yes – 164; No – 233
11. Would you favor Year-Round School if the curriculum was improved even it it were inconvenient?
    Yes – 80; No – 383
12. Would you favor the Northville Public Schools starting a Year-Round School program in the summer/fall of 1972?
    Yes – 46; No – 346; Undecided – 71

TABLE LXXXI
HIGH SCHOOL STUDENT RESPONSE

1. Grade level:
   9th – 313; 10th – 211; 11th – 206; 12th – 182
2. My home is located:

Area			
1.	50	6.	101
2.	84	7.	81
3.	54	8.	83
4.	50	9.	24
5.	146	10.	200

3. This survey is being completed by:
   A Girl – 425; A Boy – 460
4. Would you prefer extended school day to Year-Round School?
   Yes – 259; No – 408; Undecided – 196
5. If you could choose your vacation, which quarter would you select?
   Fall – 41; Winter – 40; Spring – 53; Summer – 726
6. If we were to adopt Year-Round School, would you prefer that students from the same area attend school at the same time?
   Yes – 287; NNo – 168; Doesen't matter – 393
7. Do you think Year-Round School would be detrimental to your social life?
   Yes – 422; No – 251; Don't know – 203
8. Do you believe that Year-Round School would be advantageous to your securing a job?
   Yes – 348; No – 340; Don't know – 178
9. Assuming the rules would permit you to participate in a sport or other activity during a quarter in which you weren't enrolled, would you participate?
   Yes – 405; No – 271; Undecided – 198
10. How important do you think it is that you take a vacation at the same time as the rest of your family?
    Not important – 138; Somewhat important – 237; Very important – 491
11. Do you feel informed about Year-Round School?
    Not informed – 99; Somewhat informed – 557; Very informed – 238
12. Would you like to know more about Year-Round School?
    Yes – 427; No – 402
13. How important do you think it is that you and the other children in your family attend school at the same time?
    Somewhat important – 282; Very important – 464; Not important – 184
14. How much would it matter if you graduated at the close of any one of the four quarters rather than at the end of a traditional school year?
    Very much – 329; Some – 206; Not at all – 287
15. How important is the formal graduation ceremony to you?
    Very important – 398; Somewhat important – 265; Not important 183
16. Would you prefer to attend school for three 60-day periods with a 60-day vacation or would you prefer attending school all year for four

45-day sessions with each one followed by 15 days of vacation?
Three 60-day periods (One 60 days vacation) – 687
Four 45-day periods (Four 15 days vacation) – 127

17. Would you like to be able to attend school all four quarters and graduate in less than the traditional number of years?
Yes – 372; No – 470
18. If you could attend a fourth quarter to take one extra subject either to make up work or to take an additional subject, would you want to do so?
Yes – 564; No – 262
19. If the Northville Public Schools offered a summer or evening school program open to adutls and students, would you attend?
Yes – 211; No – 245; Undecided – 388
20. Would you favor Year-Round School if the curriculum was improved even if it were inconvenient?
Yes – 304; No – 489
21. Would you favor the Northville Public Schools starting a Year-Round School program in the Summer/Fall of 1972?
Yes – 295; No – 304; Undecided – 216

The following general observations are made regarding the responses of 468 Junion High students and 912 Senior High students to the Year-Round School Concept.

Junior High student observations include:

1. Response represents a fairly equal group of 7th and 8th grade students as well as boys and girls.
2. Survey areas 5 and 10 of the study appear to be more significantly represented at the Junior High level than all other areas.
3. Junior High students place a high priority on summer vacation. It is interesting to note (see Table XV) that parents of areas 5 and 10 placed highest priority on summer vacation also.
4. Slight concern is expressed regarding neighborhood scheduling of children.
5. Junior High students, like their parents, place heavy importance on:
   a. Vacation at same time as parents.
   b. School and vacation scheduling the same for all children in one family.
6. Students wish to participate in extra-curricular activities during their vacation quarter.
7. Junior High students are opposed to Year-Round School even if it meant improvement in their educational program.

Observation of the Senior High School students' response to the survey indicate the following:

1. The distribution of boys' and girls' response was fairly even.
2. High School students favor an extended school year over an extended school day.
3. High School students, like Jr. High students, place a heavy demand on summer vacation. Summer vacation option checked by 80% of students in grades 9-12 and 93% for students in grades 7 and 8.
4. Geographic scheduling of students is of some concern to High School students.
5. High School students express concern that a Year-Round School Program might negatively affect their social life.
6. The students are about evenly split as regards their feeling for job opportunity under a Year-Round Program.
7. Students would be interested in participating in extra-curricular activities during their vacation quarter.
8. Vacation scheduling for entire family has high priority.
9. Students feel generally informed about Year-Round School Program but wish to know more.
10. High School students express the same concern as parents regarding the scheduling of all children in the same family at the same time.
11. Senior High School students would not support a 45-15 Year-Round Program as compared to a quadrimester program.
12. 40% of our High School students would like to finish school in a shorter period of time than the traditional program affords.
13. High School students, like Jr. High School students, would not favor Year-Round School over an improved educational program.

INDUSTRIAL SURVEY

Industry has long been critical of the Educators for allowing school buildings to remain idle during the summer months.

Although we expected industries to support the Year-Round School Concept, we felt it was important to develop a questionnaire which could be used to ascertain direct opinion of business and industry as regards eight basic points relative to Year-Round School operation.

1. Do you think that public school districts could make better use of school buildings if they had classes in them all year round?
2. Do you feel it important that children's and parents' vacations are scheduled at the same time?
3. If Northville adopted a Year-Round School Program, would you be willing to grant employees vacation time to coincide with the vacation schedule assigned the employees' children by the school district?
4. Is your company in favor of the Year-Round School Concept?
5. How many people are employed by your company?
6. How many people employed by your company do you think are living in Northville?
7. Our community survey indicated that 63.4% of our residents felt that their employer would release them for vacation in accord with their children's school schedule. Do you feel this is higher than likely, lower than likely, or about right?
8. Do you feel the operation of schools on a year-round basis offers any advantages to you as an employer?

A copy of the questionnaire used for sampling business and industry may be found in the Appendix.

In developing the business and industry survey, it was decided to contact approximately 100 places of business to determine their feelings regarding Year-Round School operation. Our own community was to be contacted along with seven nearby communities.

To assist us in establishing appropriate businesses or industries for our survey, the Chamber of Commerce in each community used was contacted and were extremely helpful in making the selection of companies to be surveyed. The sample selected for this part of our survey was as follows:

Northville: The selection was made according to the number of employees and ownership of the firm. It seemed a good idea to contact some firms whose owner was a local resident. A total of ten firms were contacted.

Novi: The selection of nine firms was made according to the size of the firm and employment figures.

Ann Arbor: The selection of fifteen businesses was made according to employment figures. The University Hospital was an additional choice in order to secure the feeling of a hospital employer.

Livonia: Sixteen firms best represented the all-round picture of industry in that community.

Garden City: Because there is very little business in the Garden City area, only four were used in the study.

Plymouth: Ten places of business were used in the community based on size and employment numbers.

Farmington: Selection was also made in the Farmington area in accordance to size of business and the number of employers, with ten being selected.

Detroit: A variety of business and industry was selected from the City of Detroit in order that we have an opportunity to determine reaction of our automotive manufacturing, banking, retailing and utilities. A total of 21 companies were selected from Detroit.

In addition, we also contacted the 3 automotive companies through their main offices even though we had several of their plants on our list, due to their prominent location in nearby communities. This brought our total sample for business and industry to 99 places of business and/or industry.

The following business and/or industrial firms were asked to respond to our 9-question questionnaire. Of the 99 questionnaries sent out, 48 were returned. To introduce our study, each company received a letter which read:

"Dear Sir:

The Northville Public Schools are deeply involved in a thorough study of the 'Year-Round' operation of our educational program and utilization of our school buildings.

We have been involved in such a study for the past two and a half years with the purpose of determining the feasibility of such a school operation to our community, its children and taxpayers.

Our study, to date, suggests three things which we believe to be significant:

1. A community survey of 50 percent of the parents of school-age children indicated that Year-Round School operation is feasible in Northville.
2. A budget analysis suggests that we can operate our program for approximately the same dollar per pupil under year-round operation as under the traditional program and, at the same time, save several million dollars on construction costs over the next five years.
3. Curriculum revision to meet a four-quarter system of school operation will improve quality of education over what we currently provide.

In order that we may consider the thinking of all groups of people affected by such an innovative change in school operation, we are currently seeking the reactions and attitudes of students, teachers and business industry.

This letter is thus intended to solicit the thoughts and reaction of you, Mr. Business and/or Mr. Industry.

We feel that one of the major hurdles which must be overcome in order to actually go to a year-round operation is the scheduling of student attendance and parent vacations simultaneously. We think, to do otherwise could create serious problems.

With this in mind, we request your attention to and completion of the enclosed questionnaire which we feel will serve to advise us of your attitude regarding this subject.

May we point out that you have been selected to participate in this survey for the following reasons:

1. You are one of the largest employers in your community.
2. Because of your location of business, it is likely that you employ people from Northville.
3. Your tax base makes a major contribution to the educational program in the community in which you are located.
4. You are one of ninety-nine companies included in the survey.
5. Past history has indicated your interest in improving the educational process for our young people.
6. Your reaction shall be kept confidential to the point that your Company will not be identified except as 'part' of a group who reacts in a certain way.

We sincerely hope we have not overlooked any information you may need to clarify our intent, however, should you wish additional information before completing the questionnaire, please feel free to call me at 349-3400.

We urge 100% response to this survey in

order that we have adequate response to base some judgments on.

May I take this opportunity to say thank you in advance in behalf of the Board of Education and the citizens of Northville for your willing cooperation and prompt response.

Enclosed herewith, please find this questionnaire we wish returned, a self-addressed and stamped envelope and four (4) pieces of literature which we have published over the past eight months, which may further clarify our study.

Sincerely,

Raymond E. Spear
Superintendent"

Companies invited to participate in the survey included:

FORD MOTOR COMPANY
Dearborn, Michigan
CHRYSLER CORPORATION
Detroit, Michigan
AMERICAN MOTORS CORPORATION
Detroit, Michigan
FRUEHAUF TRAILER DIVISION
Detroit, Michigan
EX-CELL-O CORPORATION
Detroit, Michigan
FEDERAL-MOGUL CORPORATION
Southfield, Michigan
McLOUTH STEEL CORPORATION
Detroit, Michigan
NATIONAL BANK OF DETROIT
Detroit, Michigan
CENERAL MOTORS CORPORATION
Detroit, Michigan
THE BENDIX CORPORATION
Detroit, Michigan
BURROUGHS CORPORATION
Detroit, Michigan
HYGRADE FOOD PRODUCTS CORP.
Detroit, Michigan
KELSEY-HAYES COMPANY
Romulus, Michigan
PARKE DAVIS & COMPANY
Detroit, Michigan
WYANDOTTE CHEMICALS CORP.
Wyandotte, Michigan
DETROIT BANK & TRUST
Detroit, Michigan
S.S. KRESGE COMPANY
Detroit, Michigan
SEARS, ROEBUCK & COMPANY
Livonia, Michigan
THE BUDD COMPANY
Detroit, Michigan
MICHIGAN BELL TELEPHONE CO.
Detroit, Michigan
MID-STATES METAL PRODUCTS
Garden City, Michigan
GLAND ENGINEERING CO.
Garden City, Michigan
WARREN PRODUCTS
Northville, Michigan
FOUNDRY FLASK & EQUIPMENT CO.
Northville, Michigan
FORD MOTOR COMPANY
Dearborn Engineering
Dearborn, Michigan
KWIK LOCK FORM COMPANY
Northville, Michigan
JOHN MACH FORD SALES, INC.
Northville, Michigan
MANUFACTURERS NATIONAL BANK
Northville, Michigan
GULF OIL COMPANY
Novi, Michigan
GENERAL FILTERS, INC.
Novi, Michigan
HOLCOMB INDUSTRIES, INC.
Novi, Michigan
SYSTEMATION, INC.
Detroit, Michigan
APPLIED DYNAMICS
Ann Arbor, Michigan
BENDIX CORPORATION
Ann Arbor, Michigan
HOOVER BALL & BEARING CO.
Ann Arbor, Michigan
THE J. L. HUDSON COMPANY
Detroit, Michigan
UNIROYAL, INC.
Allen Park, Michigan
A & P FOOD STORES
Detroit, Michigan
DETROIT EDISON COMPANY
Detroit, Michigan
DEARBORN GAGE COMPANY
Garden City, Michigan
BRASCO, INC.
Garden City, Michigan
HALLER DIVISION-FEDERAL MOGUL CORP.
Northville, Michigan
NORTHVILLE DOWNS
Northville, Michigan
PARAGON
Division of Portec
Novi, Michigan
THOMPSON SAND & GRAVEL
Northville, Michigan
RATHBURN CHEVROLET SALES
Northville, Michigan
MICHIGAN TRACTOR & MACHINERY CO.
Novi, Michigan
GUARDIAN PHOTO
Northville, Michigan
ADELL INDUSTRIES, INC.
Novi, Michigan
INTER-LAKE WINDOW INDUSTRIES, INC.
Novi, Michigan
UNIVERSITY HOSPITAL
Ann Arbor, Michigan
BUHR MACHINE TOOL CORPORATION
Ann Arbor, Michigan
PARKE DAVIS & COMPANY
Ann Arbor, Michigan

CONDUCTRON CORPORATION
Ann Arbor, Michigan
CHRYSLER CORPORATION
Introl Division
Ann Arbor, Michigan
EDWARDS BROS, INC.
Ann Arbor, Michigan
SYCOR, INC.
Ann Arbor, Michigan
GELMAN INSTRUMENT COMPANY
Ann Arbor, Michigan
ARGUS OPTICS
Ann Arbor, Michigan
AWREY BAKERIES, INC.
Livonia, Michigan
CHEVROLET MOTOR DIVISION
Livonia, Michigan
FISHER BODY DIVISION
Livonia, Michigan
FORD MOTOR COMPANY
Transmission & Chassis Div.
Livonia, Michigan
GENERAL MOTORS PARTS DIV.
Livonia, Michigan
HYGRADE FOOD PRODUCTS CORP.
Livonia, Michigan
THE MILLGARD CORPORATION
Livonia, Michigan
R. B. & W. FABRICATED METAL
PRODUCTS, INC.
Livonia, Michigan
BURROUGHS CORPORATION
Plymouth Plant
Plymouth, Michigan
TOWNSEND COMPANY
Plymouth, Michigan
WHITMAN & BARNES DIVISION
Plymouth, Michigan
BATHEY MANUFACTURING CO.
Plymouth, Michigan
PACKAGING CORP. OF AMERICA
Plymouth, Michigan
ARROWSMITH TOOL & DIE CO., INC.
Farmington, Michigan
UNIVERSITY MICROFILMS
A Xerox Company
Ann Arbor, Michigan
HOOVER BALL & BEARING COMPANY
Saline, Michigan
KMS INDUSTRIES, INC.
Ann Arbor, Michigan
COM-SHARE, INC.
Ann Arbor, Michigan
DELCREST FOODS, INC.
Livonia, Michigan
CENTRI-SPRAY CORPORATION
Livonia, Michigan
CONSUMERS POWER COMPANY
Livonia, Michigan
AUTOLITE-FORD PART DIVISION
Livonia, Michigan
FORD MOTOR COMPANY
Sheldon Road Plant
Plymouth, Michigan
HYDROMATION ENGINEERING CO.
Livonia, Michigan
KROGER COMPANY
Livonia, Michigan
PLASTOMER CORPORATION
Livonia, Michigan
SELASTOMER DETROIT, INC.
Division Microdot, Inc.
Farmington, Michigan
RCA INDUSTRIAL & AUTOMATION PRODUCTS
Plymouth, Michigan
WESTERN ELECTRIC
Plymouth, Michigan
ASSOCIATED SPRING CORPORATION
Plymouth, Michigan
EVANS PRODUCTS COMPANY
Plymouth, Michigan
PERKINS ENGINES
Farmington, Michigan
AUTOMATIC PARKING DEVICES
Farmington, Michigan
CHESLEY INDUSTRIES
Farmington, Michigan
MILLS PRODUCTS, INC.
Farmington, Michigan
PANASONIC DETROIT
Farmington, Michigan
STAR CUTTER COMPANY
Farmington, Michigan
DIAMOND AUTOMATION
Farmington, Michigan
3-M COMPANY
Farmington, Michigan
RAPISTAN, INC.
Farmington, Michigan

The 48 responding companies were supportive of the adoption of a Year-Round School Program. Table LXXXII shows the actual responses to each question.

TABLE LXXXII
INDUSTRY RESPONDS TO QUESTIONNAIRE

1. Better use of school buildings through Year-Round School use.
   Yes–42; No–0
2. Important to have children and parent on vacations at same time.
   Yes–45; No–3
3. Willingness to grant employees a vacation which would coincide with School.
   Yes–43; No–5
4. Does your Company favor Year-Round School Concept?
   Yes–38; No–10
5. Number of employees represented by the responding companies.
   897,179
6. Estimated number of employees represented by responding companies who might live in Northville.
   1,514
7. Does our community survey question dealing with anticipated employer cooperation regarding vaca-

tion scheduling fairly well represent Industry's actual willingness?
Higher than likely – 5
Lower than likely – 17
About right – 20

8. Would Year-Round School operation offer any advantages to your Company?
Yes – 36; No – 12

A review of the preceding table suggests that industry would be supportive of Year-Round School and would provide support and cooperation in employee vacation scheduling to make the concept work.

ADVISORY VOTE/YEAR-ROUND SCHOOL

As an added bonus to this study, the Board of Education accepted the recommendation to call for an advisory vote on the question of the Year-Round School at the Annual School Election which was held on June 8, 1970.

The recommendation to place such a question before the voters was made for the purpose of obtaining further public opinion. It was specifically aimed at allowing for opinions of:

1. Senior Citizens
2. The fifty percent of the parents of school-age children who were not included in the Community Survey
3. New people to the community
4. Persons without children in school
5. Parents surveyed who wish to
   a. Change their survey opinion.
   b. Reinforce their survey opinion.

Board approval of the advisory question gave voters an opportunity to respond to the following question: "IF EDUCATIONAL AND ECONOMIC ADVANTAGES BECOME EVIDENT, WOULD YOU COOPERATE WITH THE BOARD OF EDUCATION IN IMPLEMENTING A FULL-YEAR (QUARTERLY SESSIONS) SCHOOL PROGRAM IN THE NORTHVILLE PUBLIC SCHOOLS?"

When the polls closed and the vote was counted, we found more people responding NO than YES, thus, handing the question a defeat by 518 NO to 422 YES votes.

Although this vote defeated the question, the Board and Administration judged the outcome as being favorable in that the defeat was not resounding; only 17% of the electorate voted and the NO votes outnumbered the YES votes by less than 100.

The basic observation established after the vote was that the people need more information before they are ready to make a firm commitment.

Although not much emphasis has been placed on the outcome of the advisory vote, we have made an analysis to determine where those who voted live in the community (by survey area), what the general voting record was of those voting, and how many of the voters were also respondents to our Community Survey.

The following table establishes this information.

TABLE LXXXIII
YEAR-ROUND SCHOOL ADVISORY VOTE

Number of Votes Cast	951
Number of Yes Votes Cast	422
Number of No Votes Cast	518
Number of Males Voting	423
Number of Females Voting	528
Number of Voters from each Survey Area	
Area 1	71
Area 2	129
Area 3	59
Area 4	24
Area 5	235
Area 6	125
Area 7	112
Area 8	75
Area 9	29
Area 10	92
Number of Voters who were included in the Year-Round School Survey	328
Number of Voters who also voted in the last six Elections	247
Number voting in a Northville School Election for the first time	91
Number voting in June 1968	422
Number voting in July 1968	484
Number voting in September 1968	661
Number voting in June, July & Sept. 1968	325
Number voting in March 1969	649
Number voting in February 1970	588
Number voting in March 1969 & Feb. 1970	453

Before we attempt to make any deductions form the preceding table, it should first be made clear that some specific observations were sought through the data established in Table LXXXIII.

First, we wished to determine how many of the categories of voters' opinions we sought through this advisory question which were actually obtained. Secondly, we wished to determine how many of the voters reacting to this advisory question also voted during the three elections in 1968, at which time a request for a 2-mill increase in operating millage was defeated. Thirdly, we wanted to know how many persons responding to the advisory question also voted in the two School Elections (March 1969, 3-mill operation increase, and February 1970, $2,700,000 Bond Issue) which received voter approval. Fourthly, we wanted to establish where each voter lives to determine whether any similarity exists between the outcome of the election and the attitude of that area of the community as expressed in the survey.

In reviewing Table LXXXIII, we find the following observations of significance.:

1. Although we were unable (without considerable effort) to determine whether our Senior Citizens and persons without children in school took advantage of this opportunity to express their opinion regarding a Year-Round School Program in Northville, we were able to determine that:
   a. Only .09% had never voted in a Northville School Election before. It is thus assumed that they were new to the community.
   b. Only 34% of those voting were included in the survey, thus, we were successful in giving 66% of those voting a chance to register their opinion for the first time.
   c. With 34% of the voters also being persons who were surveyed, we did fulfill our intention to give those persons a chance to change their mind or reinforce their surveyed opinion.

The unfortunate part of the preceding observations is that we do not know which of the three categories or combinations of same brought the question to defeat.

Further, in seeking to determine whether we had the traditional "no voter" out, we noted that of the 951 voting, only 34% (325) participated in three 1968 millage elections which were defeated. We also noted that only 26% of those voting voted in the last five School District Elections (not a large hard core of voters [247]); again, not evidence for the establishment of the Year-Round School question's defeat.

Looking at the successful 1969 and 1970 School Elections, we find that 48% (453) of those voting on the Year-Round School question also voted in 1969 and 1970. With a higher percentage of people voting from favorable issues, one might anticipate a favorable response to the Year-Round School question. This, coupled with only a 34% turn-out of the persons defeating three issues in 1968, should signal, without doubt, a victory for the Year-Round School. But it didn't, and our data fails to tell us why.

One interesting side observation is that of the 951 persons voting on the Year-Round School question, 62% (588) also voted in the February 1970 Election, at which time a $2,700,000 Bond Issue was passed by a 3-to-1 margin. This certainly tells us that these people supported the need for school construction. Since Year-Round School means a lessening of construction (and dollar savings), might we assume that the 68% wanted no part of the Year-Round School but are willing to build new schools when needed? We will leave the answer to this question for you. Our answer will come when the Board of Education makes its final decision as to whether Year-Round School will be adopted for the Northville Public Schools.

In looking at the distribution of voters by survey area, we find that areas two, five, six and seven were best represented with area five representing almost twice as many voters as the second highest (area two).

Considerable time might be given to the comparison of the survey and the outcome of the election, as repersented by the area where voters come from; however, only area five's responses were checked for the prupose of enabling us to make some general observations.

Since area five provided the highest number of voters, we checked this area on Tables XV and XVI. The following observations were made:

1. Area five also had almost twice as many persons included in the survey sample (Table XVI).
2. Area five received high ratings on the following items from Table XV:
   a. Opposition to Year-Round School if all children in the same family are not on the same schedule.
   b. Undecided as to whether to convert to Year-Round School by 1971.
   c. Knowledge of the concept.
   d. Desire for summer vacation.

Since area five provided 25% of all votes cast in the Year-Round School advisory vote election, we concluded from this and the preceding observations that our assumption is correct that the question was narrowly defeated means only that people are not ready to commit themselves to the concept until they have more information: information such as, will all children from the same family be in school and on vacation at the same time, and when will our children be on vacation?

Although the question was defeated, it was only advisory in nature and has served to support the desire of the Board of Education and Administration to continue the study of Year-Round School operation for Northville.

SUMMARY AND CONCLUSIONS

A major factor which must be established in order to determine feasibility of the adoption of a Year-Round School Program is the attitude of the people who will be affected by such a program change. Chapter 7 has attempted to accomplish just that.

The major groups of persons who would be affected by a Year-Round School Program adoption include students, parents, teachers and employers.

All of these identified groups of community members were separately surveyed and, in general, reacted favorably to the Year-Round School Concept, with Business and Industry being the most supportive and students being the least receptive.

Industry's response to our survey (although only a small sampling, but representative of almost one million employees) was strongly supportive of the concept and indicates its willingness to cooperate with school districts in developing vacation schedules of employees to coincide with school schedules which require vacations at times other than the summer.

Students, on the other hand, were the least receptive of the four groups surveyed. They were primarily concerned with three main factors which would become a problem to them if the Year-Round School were adopted. They included air conditioning of school buildings, extra-curricular activities schedules and vacation scheduling.

Student responses to the questionnaire administered established the following general factors:

1. Students are somewhat concerned regarding when their friends and/or neighbors will be scheduled for classes and vacation.
2. Very much opposed to vacation at times other than summer time, with 80% or more indicating a desire for summer vacation.
3. Extra-curricular activities are very important to them, and they would like to participate in them while on vacation.
4. Students are generally opposed to Year-Round School even if its adoption would improve their educational program.
5. Some concern is expressed regarding the potential of Year-Round School interfering with their social life.
6. Students do not wish to be in school while their parents are on vacation.
7. Students from the same family want to be on the same class and vacation schedules.

While the opinion of Business and Industry and students is important, their opinions are of lesser importance than the two remaining groups who were surveyed: the parent and taxpayer, and the teacher.

Of these two groups, the teachers are more supportive of the concept than the parent/taxpayer, although this point may not be of great significance.

Teachers in general are supportive of the Year-Round School Concept, and this is very important in that without their support, the adoption of such a program would be defeated before it started.

In responding to our study efforts, teachers reported very strong desire for more information, with an even stronger vote of encouragement for the further exploration of Year-Round School feasibility in Northville.

Teachers, in completing the questionnaire, provided us with some basic information regarding their attitudes towards the concept. Of most significance, they report:

1. Forty percent desirous of a vacation quarter other than summer.
2. Twenty-five percent of the staff work year round presently (at other jobs in summer).
3. Teachers would support the adoption of Year-Round School if it improved education and saved money.
4. They wish their vacation to be scheduled in order to be on vacation at the same time as their children.

In order to operate an effective and efficient educational program, you must have the support and cooperation of the previously cited groups.

However, the overall effectiveness of a school program must be measured by the support it receives from the TAXPAYER. It is with them, the final group surveyed, where we must place our greatest emphasis on FEASIBILITY; for without their support, you can't even begin.

Many interesting observations were made through the analysis of the questionnaire completed by the surveyed parents of school-age children.

Two major factors stand out most significantly:

1. Year-Round School is feasible in Northville.
2. Certain factors must be developed according to parental wishes if feasibility is to mean ACCEPTABILITY.

Some of the significant factors provided by the citizen survey to support feasibility of a Year-Round School Program included:

1. Better use of school facilities would exist if classes were conducted year round.
2. Parents would accept inconvenience if the District provided a better education for their children through the adoption of a Year-Round School Program. Similar acceptance exists if money could be saved.
3. Flexibility for vacation scheduling exists.
4. The most knowledgeable people regarding Year-Round School Concept are ready to convert to such a program by 1971. This group represents over 50% of the surveyed people.

Factors which parents have established as necessary if the adoption of the concept is to be acceptable include:

1. All children of the same family should be scheduled for the same school and vacation schedule.
2. A Year-Round School Calendar should provide for maximum vacation opportunity in the summer months.
3. Scheduling of children by location or of residence offers some value to the neighborhood.

In the final analysis, only one conculusion can be made by reviewing Chapter 7 in its entirety.

A Year-Round School Program does offer adequate advantages to override any major disadvantages, as is indicated by the general support of the concept from parents, teachers and employers.

For Northville, this spells F E A S I B I L I L I T Y and a recommendation to move on to Phase III, which is that of pre-registration of children in the School District and the actual scheduling of them on a quadrimester calendar for a four-year period.

CHAPTER 8
RATIONALE FOR REQUEST OF STATE FUNDING OF TRANSITION COSTS FOR DISTRICT'S IMPLEMENTING EXTENDED SCHOOL YEAR

Implementation of the Extended School Year Program would provide the flexibility for accommodating two major dynamic forces which are in action in our community. The presence of an increasing student population at all grade levels and the ever-rising cost to maintain an educational program in today's society create the necessity to be innovative in developing educational patterns to meet the needs of today's students. Being innovative, however, creates two major problems: First is the problem of transition from one educational pattern to another and secondly, the cost of doing same. It is with these latter two thoughts in mind that the Northville Public Schools developed rationale for obtaining State and/or Federal funding to assist in the transition from a traditional school program to the implementation of the mandatory Extended School Year Concept.

The community of Northville has been studying the Year-Round School Concept for the past two years. This study by citizens, teachers, administrators and Board members has to date brought forth one major observation: Our present traditional program characterized by the September to June operation of buildings, the nine-month of employment of teachers, an instructional program that is locked into semester or year courses, the Carnegie credit system, and the unfortunate limited recognition of individual needs cannot be readily changed to meet the goals and objectives of a quadrimester concept for educating the children of this School District without encountering additional costs. For this reason we must give careful consideration to all aspects of our current program which must in some way be revised or totally changed if we are ever to realize the anticipated educational and financial rewards and benefits which we have established as obtainable within the concept of operating schools on a year-round basis.

During study of the feasibility of an extended year calendar (Quadrimester plan), we have attempted to explore all known advantages and disadvantages of the extended school year concept from an educational, financial and community living pattern standpoint in order to fully inform our District of all factors involved in a transition to the Quadrimester plan. Based on this foundation, the population of the District could fairly judge the advantages and disadvantages of the Quadrimester plan and thereby provide the Northville Board of Education with a more substantiated directive.

It appeared from our analysis of other school district studies and attempts to implement the extended year schools that they had failed to give due consideration to the initial cost of implementing the program (conversion).

Research of feasibility studies of mandatory Year-Round Programs suggests an over-emphasis was placed on construction cost savings without transition costs being presented realistically. The result could well have been that programs were dropped because an oversold public and/or students and educators found it distasteful to compromise educational standards in their attempts to operate under a Year-Round Program.

In the course of our study, we have attempted to explore with the Board of Education and the public all the advantages and disadvantages of the Year-Round Program – educational, community living patterns, and financial. One of the major areas explored in large public meetings, with small groups in private homes, with teachers and students has been the cost of conversion from the traditional program to year-round program which offered equal or better educational opportunities for the children of the District.

Were the Northville Public Schools to commit themselves to Year-Round School operation and establish a goal for total conversion to this concept, and were the District able to obtain necessary funds to bring about full conversion, we would expect to prove or disprove the following:

1. Operation of the Year-Round School Concept for school organization is feasible in Northville.
2. Millions of dollars in construction costs can be saved by a growing school district were we to operate under the Year-Round Concept.
3. The operation of a Year-Round School Program will bring about measurable improvement in educational programs.
4. With community acceptance for dealing with inconveniences, it is possible to mandate a Year-Round School Program in Northville if proper conversion takes place.
5. Year-Round School operation lends itself to meeting the needs of children who need instruction on a twelve-months basis to accomplish the educational objectives of the normal nine-months school year.
6. The Year-Round School Concept and its accompanying curriculum is better designed to meet the individual needs of all children than is the traditional two-semester, nine-months, September to June Educational Program that we now operate.
7. It will assist in relieving the problems of summer unemployment and social unrest which is accelerated by current traditional programs.
8. It will add a flexible dimension to vocational education unattainable under traditional programs.

In our thinking of "conversion" we paralleled this with industry's problem of changing from one product model (our product being pupil-child) to another and at the same time maintaining quality control during model change that assures the customer of an equal or better product both during and after the conversion.

If we are to convert our current traditional program to that of the Year-Round School Concept, the following action must be taken by the District which will require the expenditure of funds in excess of those which are obtainable within the general operational budget of the school system. These steps are:

1. We will maintain current secondary class offerings during a four-year conversion period. Thereby we would assure every student entering our secondary schools during the conversion period the same or an improved educational program.
2. Our elementary students K-5 will experience no deterioration of program and, in fact, may experience an enriched program during the conversion period and thereafter.

3. Every effort will be made to provide for the educational needs of each student, thereby assuring a student transferring into our system an equal or better program of education.
4. An intensive in-service education program for all present teachers and all future new teachers will be conducted in order to organize and prepare materials and guides for the twelve-week units at the secondary level and individualized progress in the elementary level.
5. The use of data processing will be vital to our implementation in order to test various schedules for each student so that we may determine the most practical and acceptable schedule.
6. We must fully analyze our administrative structure and make necessary revisions to meet the needs of our district under a Quadrimester operation.
7. The effect on our transportation, maintenance, operations and food service programs must be thoroughly researched and revised.
8. The effect upon extra-curricular activities and year-round recreation programs must be researched, analyzed and an acceptable plan of revision drawn.
9. Serious consideration must be given to the installation of air cooling devices in all our existing buildings in order to make them more acceptable for year-round occupancy.
10. A continuous study of teacher, parental, student, industrial, business and staff reaction must be conducted.

Meeting the preceding goals will be accomplished as follows during a period of not more than 4 years.

Step 1 We would supplement our instructional staff in order to maintain course offerings and all special services during all quarters of the quadrimester plan. Basic and Honors programs in all academic areas as well as vocational classes, elementary art, physical education, etc., will be maintained even though classes would be smaller in each quarter than under the traditional program. The estimated cost would be $123,120.

Step 2 The quadrimester Year-Round School Program at the elementary level could be implemented in one of two ways – traditional or innovative. Under the traditional method any one group of students at any one level could be taught in the present traditional manner in school during the same quarter as their respective groups.

The second and recommended form is the implementation of a Continuous Progress program which would permit the District to more successfully meet the needs of the individual child and would facilitate entrance of a child in a school without jeopardizing his chances for success.

Such a program would call for (a) in-service programs for teachers and administrators, (b) teacher and administrator observation and involvement in districts utilizing the program, (c) an on-going testing program to determine placement and personnel to carry out same, (d) programmed materials not now available in the District. Cost of the transition programs would entail a budget allotment for 150 hours per teacher, a 5 teacher – 1 administrator observation team for one semester, personnel to assist in establishing the testing program and cost of programmed materials at each level in skill subject areas. The estimated costs of Step 2 and 3 are $166,804.

Step 4 The present traditional secondary program, characterized by September to June utilization of buildings, text-book oriented courses locked in semester or one-year courses, the Carnegie credit system and limited recognition of individual needs, could not be implemented in the quadrimester plan proposed in the Northville Public Schools Year-Round School Project. Thus, transition measures become necessary. At the secondary level the selection of 12-week compact courses is predicated on one of the general findings of the 1964 Extended School Year Experimental Pilot Projects in the New York Schools. That finding reported that secondary school students definitely learn as well in short compacted periods of time as they do in a traditional period. Consequently, by adoption of the Extended School Year Concept we should be able to maintain or improve the educational program.

The task then that needs to be accomplished takes the form of in-service programs for staff and administration. In-service programs necessary fall into two cost-item categories: (a) provision for teacher hours for preparation of content of subject matter into 12-week units which would be, for the most part, nonsequential in nature and (b) provision for teacher-administrator observation and involvement teams in out-state districts utilizing the 12-week unit and/or in state districts where curriculum is based on a concept pattern which adapts more readily to the 12-week plan. In-service programs for preparation of units would entail a minimum of 150 hours per teacher. The cost of an in-service program providing for observation and involvement teams would be related to the amount budgeted for the salaries of eight teachers and two principals or assistant principals for one semester. Although the teams might be partially or directly involved in participating in the programs of these districts, the observation districts could not be expected to absorb the cost. Neither could the cost for replacement of staff be borne by the original district. Hence, cost becomes a transition budget item. The estimated costs of Step 4 are $166,804.

Step 5 At the present time we have not nor do we plan to provide in our budget for rental of computerized services. Movement into the

Year-Round Program would necessitate such services on a per pupil basis. The estimated costs of Step 5 are $22,500.

Step 6 To meet administrative needs as a result of the Quadrimester plan, we would introduce an intern administrative program providing one intern for elementary, one for secondary, and one for administration. The estimated cost of Step 6 is $135,000.

Step 7 Cost of schedule adjustments for maintenance, operations, food services and transportation personnel working on year-round basis, along with any additional mileage and maintenance of transportation facilities, would need to be met in a transition budget. The estimated cost of Step 7 is $10,000.

Step 8 The community and School District would work cooperatively to provide a year-around recreation program, which at the present time is either non-existent during winter months or covers a very small segment of our community. Programs for the elementary and secondary child in swimming, skiing, other sports, craft work, auto repair, etc., would be initiated. The estimated cost of Step 8 is $50,000.

Step 9 Once each year a survey of parents, students, teachers, administrators, industry and business would be conducted in order to alert the District to problems arising because of the conversion to a Year-Round Program. Open lines of communication for feedback will be maintained at all times in order to alleviate problems developing in the process of transition. The estimated cost of Step 9 is $28,000.

There are certain costs attendant to each and every Step and therefore, cannot reasonably be attached to any one Step; these are represented budget. The estimated cost of these items is $111,100.

The total estimated costs of the above vital nine steps to conversion will be $813,228.

This represents a cost per child of approximately $40.66 ($813,228 – 20,000, estimated number to be served by survey, etc., during 4 year conversion). This cost is small per child compared to what normal expenditures per child for construction and/or proper curriculum improvement would be and is offset immediately by the removal of the need to construct some 105 sq. ft. per pupil for additional students (1/3 of 4,500 = 150,000 sq. ft. x $30.00 = $4,500,000, without curriculum improvements).

Step 10 Air cooling devices may be added to all buildings in order to make building environments more conducive to educational growth for the student and the teacher. The estimated cost of Step 10 is $350,000.

Total estimated costs of conversion would be $1,163,228 or $58.16 per child to be served during the conversion period.

The majority of the cost items presented would need to be continued after the conversion period; however, after a four-year conversion program, the district would assume obligations and could readjust its schedule of expenditures accordingly.

Reasons for the failure to implement any of the New York Extended School Year Experimental Pilot Projects were clearly stated as lack of time on the part of staff, budget, and administrative limitations. Hence, if the State of Michigan is sedirous of introduction of Extended School Year in any district, then it must assume the major responsibility for transition costs on a short term basis.

Detailed Budget Recapitulation to accomplish Steps 1-10 of Conversion from a traditional school year to a Quadrimester Concept is established as follows:

Step 1 We estimate that in order to accomplish Step 1, it will be necessary to supplement our instructional staff by 1% each year for the first four years:

1970-71	1% of 186 = 1.9 Teachers x $12,500 =	$23,900
1972-73	1% of 200 - 2.0 Teachers x $13,800 -	$27,600
1973-74	1% of 220 - 2.2 Teachers x $14,600 -	$32,120
1974-75	1% of 250 = 2.5 Teachers x $15,800 =	$39,500
	Total	$123,120

(Yearly total includes estimated fringe benefits, in-service education, etc.)

Step 2 Combined* for the purposes of estimating costs, inasmuch as it is difficult with the growth in Northville to determine secondary versus elementary number of teachers and thus:

A. 150 hour allotment per teacher for curriculum revision and instruction will result in a cost of:

$1,428 per Teacher x 186 =$265,608	
Team of 6 for one semester	36,000
Materials, Texts, etc.	20,000
2 Positions of Typists for 1 year x $6,000 ea. per year	12,000
Total Costs Steps 2, 3 and 4	$456,728
SUB TOTAL	$456,728

Step 5 We estimate that a net total of 5 passes (individual schedules by family, area, etc) will be required for each student plus key punching, etc. will be required. We have therefore estimated computer costs at $5.00 per student x 4,500 students for a total of $22,500.

Step 6 We have projected 3 interns at $15,000 per year each x 3 years for a total of $135,000. *See other costs incidental to all steps 1 - 9.

Step 7 We estimate the costs of schedule adjustments, negotiation of contracts, etc. to be $10,000.

Step 8 In order to plan and implement a workable year-round recreation program for our District, we estimate the need to:

A. Hire a full-time Director for 3 years @ $14,000 per year	$42,000
B. Plus costs of his office	8,000
Total	$50,000

Step 9 In order to continue on-going lines of communication with aspects of the community, develop meaningful surveys, conduct and analyze same, it will cost an estimated $7,000 per year for 4 years for a total of $28,000.

The following costs are included as being necessary and vital to any and/or all steps, the inclusion or deletion of one or more steps would have little or no effect on these costs:

Office space, telephone, postage, etc. (4 years)	$20,000
2 Secretaries @ $7,000 ea per year = $14,000 x 4 yrs	56,000
Travel, etc. 4 yrs – $5,000 per year	20,000
Consultants, when and as required	15,000
Total Miscellaneous Costs	$111,000
Total Costs Steps 1 - 9	$813,228
Add Step 10	$350,000
	$1,163,228

NOTE: $813,228 = $40.66 per student
$350,000 = $17.50 per student
$1,163,228 = $58.16 per student
(over a 4 year period)

SUMMARY AND CONCLUSIONS

Northville's completion of RATIONALE FOR CONVERSION appears to be the first of its kind written regarding year-round school in the United States.

The findings of the Northville study strongly indicate that in order to even consider year-round school you must:

1. Prepare a very delicate and deliberate schedule of implementation (after public acceptance of the concept) and must allow adequate time necessary to properly prepare your program or its new image. No district should attempt a "crash conversion."
2. Sufficient funding to complete necessary conversion must be assured prior to beginning same, otherwise educational programs will suffer due to attempting to reduce efforts to keep within budgets.
3. Districts attempting various forms of year-round school in the past have failed to provide for conversion, thereby assuring failure of their attempts.
4. The major deterrent to a year-round school operation in the past has been the "mental attitude" of the electorate to try nothing new until it has been tested and proven acceptable and superior. Therefore, a district must educate their populace that they are leaders for educational growth and as such, their children will reap the benefits of their leadership.
5. WITH PROPER CONVERSION, YEAR-ROUND SCHOOL HOLDS THE FUTURE FOR EDUCATION ADVANCEMENT, TAXPAYER ACCOUNTABILITY AND PROPER UTILIZATION OF FACILITIES FOR OUR SCHOOLS AND WITH THAT, THE POSSIBLE SALVATION OF A GOOD EDUCATIONAL SYSTEM IN ITS FIGHT FOR EVERY DOLLAR AGAINST TAXPAYER RESISTANCE AND APATHY AS WELL AS THE HUE AND CRY THAT EDUCATION IS WASTING TAXPAYERS' MONEY.

CHAPTER 9
SUMMARY AND CONCLUSIONS

The Northville Public Schools began its study of the Year-Round School Concept for school operation in January of 1968 when a Community Study Committee was appointed by the Board of Education.

This Study Committee was composed of citizens, teachers, administrators, and Board Members and set out to determine whether the Year-Round School Concept offered any advantages over the present program in light of the anticipated rapid growth of the District.

One year later, the Study Committee submitted a preliminary report recommending that a four-quarter plan of operation would be the most adaptable to Northville and noted that money could be saved, while educational opportunity could be improved under a Year-Round School Program of this nature. Following this report, they discontinued further study in favor of the Board and Administration who since had filed for a State Grant to study Year-Round School feasibility for Northville in more depth.

The requested State Grant was approved in the amount of $19,565.00 and enabled the District to complete the study which this report represents.

Specifically, the study accomplished the establishment of a comparative cost analysis for a traditional and Year-Round Program; evaluated the attitude of business, industry, parents, teachers and students toward the Year-Round School Concept; reviewed several Year-Round School calendars; appraised the effect of Year-Round School on curriculum, extra-curricular activities and staff utilization; developed a dynamic public relations program; considered student transfer problems as related to two different school calendars; and developed rationale for conversion of a traditional program to a Year-Round School Program.

The Extended School Year Concept is not new. With this in mind, one of the early aspects of our study was to review the literature to gain as much knowledge and assistance as possible. We found the literature profuse, however, it offered little in specific direction for us to follow in consideration of a mandatory four-quarter system.

Although no specific direction could be found, we were able to establish some guidelines. Some of these included:

1. History provides little evidence to condone or condemn Year-Round School operation.
2. A mandatory plan is the most financially sound.
3. Any study of a Year-Round School Concept should follow good research methods and practices.
4. Implementation of a Year-Round School Program solely for economic reasons is not feasible and is not likely to succeed on a permanent basis.

These guidelines, along with other information acquired during our year period of the Community Study Committee led us comfortably to a review of various types of Year-Round School Calendars.

Our findings suggest that there is no one single Year-Round School Plan which is best. Each district should examine all possible calendars and make decisions based on the one which appears to suggest most effective adaptability to the community, its children and teachers.

During the review of calendars, attention was also given to the matter of student transfer, both into and out of a four-quarter program. Only two conclusions were reached during our study. First, that student transfer problems will exist regardless of the school calendar and second, that these problems (with a little work) are not insurmountable.

Since our review of possible calendars did not suggest that the Community Study Committee's selection of the "quadrimester" was inappropriate (to the contrary it supports their recommendation), we immediately proceeded to determine the potential impact of a Year-Round School Program (quadrimester style) on our curricular and extra-curricular programs.

Our study suggests that implementation of a four-quarter Year-Round School Program will provide the Northville Schools with an improved educational program.

This is possible because the Quadrimester Plan:

1. Has the flexibility to make possible greater sensitivity to individual needs.
2. Provides more individual instruction.
3. Permits the entire curriculum to be made more relevant.
4. Focuses on a meaningful vocational program.
5. Assures greater opportunity to every child.

Northville is convinced that the Year-Round School Program offers more educational advantages than the traditional program. Curriculum adaptability to a Year-Round School Program is not a problem but will require many hours of time and effort if proper curricular conversion is to take place.

One of our major study tasks was to analyze the cost of a traditional program as compared to a Year-Round Program.

This was no simple undertaking, for we had nothing to tell us how much it would cost to operate a Year-Round School Program except our own estimations. We did not hesitate to do just that. We attacked the problem from two standpoints, operational and building and site.

For operational costs, we established a traditional budget which was laid out in a special pattern to enable the construction of a similar budget for a Year-Round Program. The secret – work on a per pupil cost basis.

Our cost analysis revealed that some budget line items will increase due to Year-Round operation, while others will be reduced.

The net result was the "same" cost per pupil under both plans. This being the case, we concluded that operational costs should not be a deterrent to the adoption of a Year-Round School Program.

In looking at the building and site aspect of financing a school district, we found an even better picture than was found in the operational budget.

The adoption of a Year-Round School Program in Northville would reduce our facility needs by one third; and when measured over a period of the next five years, it was established that some 7.5 million dollars in construction costs could be saved. Moreover, some 30 million dollars could be saved by the time the School District has reached its maximum growth.

History tells us that most school districts who once operated under a Year-Round Plan did so for the financial benefit, yet they have ALL since dropped the concept.

Our study contends that money can be saved as well

as being better spent. To spend less money in brick and mortar and more money for education should be our aim.

To know and understand the brief facts presented thus far was no problem for the persons conducting the study, but it was a problem to the people of the community who were knowledgeable of the fact that a study was going on.

We welcomed this community need because our next major task in the study was to develop a dynamic public relations program, which would make the community aware of its problems and the potential of the Extended School Year to solve them.

Informing our public of what we were studying and why was a most pleasant task, for it caused the District to become conscious of public attitude and awareness.

We were not out to "sell" the Year-Round School Concept but, rather, to "inform" them of what the concept was and how it would affect them and their children.

Our P.R. Program made use of as many possible vehicles of communication as could be handled. Included in our program were:

1. Specific publications oriented to predetermined topics
2. Planned news releases
3. Direct mailings to parents of all residents of the District
4. Public appearances
5. Filmstrip presentations
6. Several others

A review of our total P.R. Program revealed the publishing of four major pamphlets, one 72-frame filmstrip, three paid ads, five special news releases and 25 news articles which were written by the local newspaper reporter.

Also during our P.R. Program we made 20 public appearances which gave us face-to-face contact with our public. These appearances assisted us in determining major concerns of the public and, at the same time, provided us with the encouragement to continue the study.

People were learning about another way of "keeping school" and were liking some of it. Or were they?

Did the community like what they were seeing, reading and hearing, or was it our interpretation; because, by now, we were seeing the potential of great things happening within the framework of a Year-Round School Program.

Another very vital task which our study identified was that of determining how parents, students, teachers and business/industry did feel about the Year-Round School Concept.

One of the most obvious conclusions from our survey of all groups was that "people" knew what we were talking about when we asked about the Year-Round School. Our P.R. job paid off by giving us informed people to survey.

Another obvious conclusion from our surveying was that all groups surveyed want to know more. This suggests that they are still interested in the potential of the concept.

All groups generally reacted favorably to the concept, with Business and Industry being most supportive and students being least receptive.

Business/Industry's response to our survey established willingness to cooperate with school districts in developing vacation schedules of employees to coincide with school schedules which require vacation at times other than summer. This is all the support we feel is necessary from our local Business and Industry. The rest is up to the employee (parent) and the School District.

Students surveyed expressed some concern regarding the potential adoption of a Year-Round School Program with student scheduling with friends and/or neighbors; vacation quarter assignment; extra-curricular activity eligibility and potential interference with their social life as being of major concern to them.

Our knowledge of the concept and its adaptation to our community suggests that students' concerns can be reasonably met.

Teachers, on the other hand, see considerable potential in the adoption of this program and point out several strengths to such a program. They also suggest a rather lengthy list of weaknesses.

Strengths include such things as:

1. More efficient use of school buildings
2. Better programs for students
3. Economy
4. Flexibility in scheduling
5. Summer employment at their chosen profession
6. Off-season vacation periods for both parents and teachers
7. Better utilization of teachers
8. Ability to attract more men teachers

Some of the suggested weaknesses include:

1. Vacation conflicts
2. Students wanting to finish school early
3. Community resistance
4. Scheduling
5. Destruction of the family unit
6. Extra-curricular activity adjustments
7. Air-conditioning all schools
8. Inconveniences to parents and teachers

In general, however, teachers do support the concept and report that they would accept teaching assignments if the educational program were improved through the adoption of a Year-Round School Program.

The only real concern expressed by teachers is that they wish to be on vacation with their children. As an employer, the Northville Public Schools supports Business and Industry's attitude on this count.

In the final analysis, however, we must come to the most important party to be affected by the concept, the parent/taxpayer. It is with them, the final surveyed group, that we must place the greatest emphasis on feasibility. Without their support, it just can't work.

We are pleased to report that they, too, are supportive of the Year-Round School Concept.

Upon analysis of the Community Survey, we found two factors to hold true:

1. Year-Round School is feasible.
2. Certain factors must be developed according to parental desire if feasibility is to mean acceptability.

Chapter 7 of this report goes into considerable detail on the Citizen Study, with seven factors being most outstanding:

1. Better use of school facilities would exist if classes were conducted year round.
2. Parents would accept inconveniences if the Dis-

trict provided better education and saved money through the adoption of a Year-Round School Program.

3. Flexibility for vacation scheduling exists within the Community of Northville.
4. The most knowledgeable persons in the community are ready to convert to such a program by 1971. This group represents over 50% of the people surveyed.
5. All children from the same family should be scheduled for the same school and vacation schedule.
6. A Year-Round School Calendar should provide for maximum vacation opportunity in summer months.
7. Scheduling of children by location, or of residency in the community, needs serious consideration.

The surveys, like the curriculum and financial evaluations and the P.R. Program, support the adoption of a Year-Round School Program yet there are none to be found (except the optional Georgia Plan and the newly adopted Valley View Plan, June 1970) in the United States. Why?

Our contention is that proper conversion has never taken place. Never has a district adopted a mandatory plan whereby they have anticipated all conversion costs as well as developed all conversion changes prior to actual conversion.

For this reason, the Northville Study went that extra mile to give careful consideration to what it would cost in time and money to convert from its present traditional September to June Program to a Year-Round School operation. This seemed quite in order since all other aspects of our study kept flashing a green light.

Our analysis of what it would take to change gears at this point in time includes the following:

1. Four years to total conversion.
2. One million dollars to be spent over the four-year period.
3. Maintenance of current class offerings over the full conversion period.
4. In-service programs for all staff personnel.
5. Use of data processing.
6. Adjustment in transportation, maintenance, operation and food service programs.
7. Complete curricular revision.
8. Development of Year-Round Recreation Program.
9. Air conditioning of all schools.
10. Continuous analysis of attitudes of teachers, parents, students, business and industry toward the Year-Round School Program progress.

Northville is convinced that Year-Round School is feasible and acceptable in the community, but only if steps are taken slowly and carefully through the conversion phase. This can only be accomplished through a well-planned conversion program as developed in Chapter 8.

The seven chapters of this report are summarized herewith and say but one thing in the end: Year-Round School Operation is feasible in Northville.

It is the humble opinion of the authors of this report that it is also acceptable, however, this must be proven.

To do so means continuation of our study to Phase III, which has as its objective the following:

1. Provide for the dissemination of more information about the Year-Round School Study as suggested by our Community Survey.
2. To determine whether we can establish a four-quarter school schedule within the framework of:
   a. Scheduling all children in the same family for school and vacation at the same time.
   b. Scheduling all children from the same neighborhood for school and vacation at the same time.
3. To determine whether a school schedule can be established which provides vacation scheduling that will meet parent and student demand.
4. To determine the extent to which people will demand a "Year-Round Recreation Program" to coincide with a Year-Round School Program.
5. To determine the extent to which our community will accept inconveniences.
6. To determine the extent to which we must actually inconvenience our community to actuate a Year-Round School Program.
7. To determine acceptability of a four-quarter, mandatory Year-Round School schedule.
8. To determine the reasoning of people who find the concept to be unacceptable.
9. To determine whether people accept the concept but in reality will reject the implementation.
10. To determine actual effect of a four-quarter schedule on class size, distribution and offerings.
11. To determine whether there is a relationship between the age of school children and the acceptability of Year-Round School adoption.
12. To determine whether fear of implementing a new concept is affected as the reality of implementation increases.

A budget of $19,000.00 has been established as minimal cost to complete this phase.

Once Phase III is completed, the Northville Board of Education will be in the position of being able to make the decision as to whether Northville will convert to the Year-Round School Program or discontinue further study of this concept and get on with the business of the traditional, lock-step, 9-month, September to June school concept.

We cannot help but be convinced that the Year-Round School Program must be the way of the future, and offer in conclusion the following facts about the Extended School Year which await our readiness to accept them.

1. The concept is feasible and workable.
2. Millions of dollars in construction costs can be saved by every growing school district.
3. Operation of a Year-Round School Program will bring about measurable improvement in education.
4. With community acceptance for dealing with inconveniences, it is possible to mandate a Year-Round School Program.
5. Year-Round School lends itself to meeting the needs of children who need instruction on a twelve-month basis to accomplish the educational objectives of the normal nine-month school year.

6. The Year-Round School Concept and its accompanying curriculum is better designed to meet the individual needs of all children.
7. Year-Round School operation will assist in relieving the problems of summer unemployment and social unrest which is accelerated by the current traditional program.
8. The Extended School Year will add flexible dimension to vocational education unattainable under traditional programs.

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TABLE OF APPENDIX

Page

Community Survey Year-Round School Study 107
Business/Industry Survey Year-Round School Study 109
Teacher Survey – Year-Round School Study 110
Student Survey – Year-Round School (7-8) 112
Student Survey – Year-Round School (9-12) 113
News Article – "Year-Round School Subject of Survey" August 21, 1969, Northville Record 115
News Article – "Is 'Year-Round' School Beneficial?" September 25, 1969, Northville Record 115
News Article – "School Officials Confer On Year-Round Studies" October 2, 1969, Northville Record 115
News Article – "Four Semesters Split Vacation" October 8-9, 1969, Northville Record 116
News Article – "Curriculum Change Seen as Possibility" October 30, 1969, Northville Record 116
News Article – "Extended School to Affect Business" November 13, 1969, Northville Record 116
News Article – "School Offers Slide Study" November 13, 1969 Northville Record 116
News Article – "Year-Round Film Ready" November 20, 1969, Northville Record 116
Opening School Doors – October 1969 117
P.T.A. Letter to Parents – November 13, 1969 121
News Article – "51 See Slides, Express Opinion" November 27, 1969, Northville Record 121
News Article – "Filmstrip Showing Available" December 4, 1969, Northville Record 121
News Article – "94 See Filmstrip" December 11, 1969, Northville Record 121
News Article – Year-Round School, "20 Frequently Asked Questions" December 31, 1969, Northville Record 122
News Article – "Senior Citizens Club Taps George Lockhart" January 22, 1970, Northville Record 124
News Article – "School Begins Survey Tally" January 22, 1970, Northville Record 124
News Article – "Urges School Vacation Cut" February 12, 1970, Northville Record 124
News Article – "Year-Round School: Good or Bad" February 19, 1970, Northville Record 125
News Article – "Sampling Success" February 19, 1970, Northville Record 126
News Article – "Decision Stage Nears For Year-Round School" March 19, 1970, Northville Record 126
News Article – "Year-Round School To Go On June Ballot" March 26, 1970, Northville Record 127
News Article – "Northville Seeks Answers to Classes Year-Round School" April 1, 1970, Observer 127
News Article – "Northville Ponders Year-Round School" April 22, 1970, Observer 128
News Article – "Students Favor Year-Round Concept" April 30, 1970, Northville Record 129
News Article – "Eleven Days are Left..." April 30, 1970, Northville Record 129
News Article – "70 Administrators Weigh Year-Round School Here" April 30, 1970, Northville Record 129
News Article – "Full-Year Schools?" Detroit News 130
News Article – "Wants Answers on Year-Round School" May 7, 1970, Northville Record 131
News Article – Editorial, May 14, 1970, Northville Record 131
News Article – "Board Approves Ballot Wording" May 14, 1970, Northville Record 131
A Summary of Actions Taken by the State Board of Education at its Meeting: May 12-13, 1970 132

TABLE OF APPENDIX

	Page
News Article – "What's Your Opinion of Year-Round School?" May 21, 1970, Northville Record	133
News Article – "School Bells Calling West Wayne Voters" May 21, 1970, Northville Record	134
News Article – "Urges Vote Against Year-Round School" May 27-28, 1970, Northville Record	135
News Article – "Review Year-Round School" May 27-28, 1970, Northville Record	136
News Article – Real Estate, Household, Miscellany, May 27-28, 1970, Northville Record	136
News Article – "Johnston Suits Us to a 'T' " June 4, 1970, Northville Record	137
News Article – "Vote Samples Public Opinion" June 4, 1970, Northville Record	138
News Article – "Urge 'No' on Ballot Question" June 4, 1970, Northville Record	138
News Article – Real Estate, Miscellany, June 3-4, 1970, Northville Record	139
News Article – "Meet Your Candidates" June 4, 1970, Northville Record	139
News Article – "Northville Says No on All-Year Schools" June 9, 1970, Detroit News	139
News Article – "It Takes More Than an Idea" June 4. 1970, Northville Record	140
Opening School Doors, May 1970	141
News Article – "Year-Round School Goes Down; Johnston, Johnson Win", June 11, 1970, Northville Record	143
Six Year Growth Analysis By Grade Level, December 1968	144
Year-Round School Workshop, April 25, 1970	153
Where To Begin Year-Round School	167
Northville Studies Year-Round School	171
Filmstrip Script – Year-Round School	173
Advisory Ballot – Full-Year School Program	181

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

COMMUNITY SURVEY - YEAR ROUND SCHOOL STUDY

1. PLEASE LIST AGES OF PRE-SCHOOL CHILDREN: ____, ____, ____, ____,

2. PLEASE LIST GRADES OF YOUR CHILDREN PRESENTLY ATTENDING NORTHVILLE PUBLIC SCHOOLS: ____, ____, ____, ____, ____, ____, ____, ____, ____, ____.

3 ARE YOU FAMILIAR WITH THE BUILDING PROGRAM NOW UNDER CONSTRUCTION BY THE NORTHVILLE BOARD OF EDUCATION?

Yes____ No____

4. WOULD YOU LIKE TO HAVE OUR SCHOOLS OPEN LONGER HOURS OR SHORTER HOURS THAN THEY ARE NOW?

ELEMENTARY: Longer____ Shorter____ Same____

JUNIOR: Longer____ Shorter____ Same____

SENIOR HIGH: Longer____ Shorter____ Same____

5. DO YOU THINK THAT WE CAN MAKE BETTER USE OF OUR PRESENT SCHOOL BUILDINGS IF WE HAVE CLASSES IN THEM ALL YEAR ROUND?

Yes____ No____

6. IF YOU HAVE MORE THAN ONE SCHOOL AGE CHILD, HOW IMPORTANT IS IT FOR YOU TO HAVE THEM IN SCHOOL AND ON VACATION AT THE SAME TIME?

Very Important____ Somewhat Important____ Not Important____

7. IF YOU COULD CHOOSE YOUR CHILD(REN'S) VACATION TIME, WHAT SEASON OF THE YEAR WOULD YOU PREFER?

Fall____ Winter____ Spring____ Summer____

8. HOW IMPORTANT DO YOU THINK IT IS THAT CHILDREN FROM THE SAME NEIGHBORHOOD ATTEND SCHOOL AND TAKE VACATION AT THE SAME TIME?

Very Important____ Somewhat Important____ Not Very Important____

9. DO YOU THINK YOU/YOUR HUSBAND'S EMPLOYER WOULD GRANT YOU/HIM VACATION TIME ANY SEASON OF THE YEAR AT YOUR/HIS REQUEST?

Yes____ No____

10. HOW MUCH DO YOU KNOW ABOUT THE YEAR-ROUND SCHOOL CONCEPT?

Great Deal____ Much____ Some____ Very Little____ Nothing____

11. WHERE DID YOU GET MOST OF YOUR INFORMATION ABOUT IT? (Check as many as apply)

Northville Record____ Filmstrip presentation____

Year-Round Study Brochure____ Discussion with friends____

(Please complete other side) Neighborhood Discussion____ Opening School Doors Presentation____

Other (please specify)_____

Community Survey - Year Round School Study continued ---

12. WOULD YOU LIKE TO KNOW MORE ABOUT THE YEAR-ROUND SCHOOL PROGRAM? Yes____ No____

13. IF YOU HAVE MORE THAN ONE CHILD AND SOME OF THEM WERE IN SCHOOL WHILE OTHERS WERE ON VACATION HOW WOULD YOU FEEL ABOUT THE YEAR-ROUND SCHOOL CONCEPT?

    Favor it_____ Oppose it_____ Undecided_____

14. WOULD YOU FAVOR YEAR-ROUND SCHOOL IF IT IMPROVED QUALITY OF EDUCATION EVEN IF IT'S INCONVENIENT?

    Yes_____ No_____

15. WOULD YOU FAVOR YEAR-ROUND SCHOOL IF IT SAVED MONEY EVEN IF IT'S INCONVENIENT?

    Yes_____ No_____

16. WOULD YOU FAVOR THE NORTHVILLE PUBLIC SCHOOL STARTING A YEAR-ROUND SCHOOL PROGRAM IN THE SUMMER/FALL OF 1971?

    Yes_____ No_____ Undecided_____

17. HOW LONG HAVE YOU LIVED IN THE NORTHVILLE SCHOOL DISTRICT?

    Less than 1 year_____ 3 to 5 years_____ over 10 years_____

    1 to 3 years_____ 5 to 10 years_____

18. DO YOU EXPECT TO BE LIVING IN THE NORTHVILLE SCHOOL DISTRICT 3 YEARS FROM NOW?

    Yes_____ No_____

19. ARE YOU A REGISTERED VOTER? Yes____ No____ SPOUSE: Yes_____ No_____

20. DO YOU OWN OR RENT YOUR HOME? Own_____ Rent_____

21. QUESTIONNAIRE COMPLETED BY: Father_____ Mother_____

22. DO YOU HAVE ANY SUGGESTIONS WHICH WOULD IMPROVE NORTHVILLE'S EDUCATION PROGRAM?

    Yes_____ No_____

    If yes, what_____

    _____

    _____

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

BUSINESS/INDUSTRY SURVEY - YEAR-ROUND SCHOOL STUDY

1. PLEASE INDICATE THE MAJOR FUNCTION OF YOUR BUSINESS.

_____

2. DO YOU THINK THAT PUBLIC SCHOOL DISTRICTS COULD MAKE BETTER USE OF SCHOOL BUILDINGS IF THEY HAD CLASSES IN THEM ALL YEAR ROUND?

Yes _____ No _____

3. DO YOU FEEL IT IMPORTANT THAT CHILDREN'S AND PARENTS' VACATIONS ARE SCHEDULED AT THE SAME TIME?

Yes _____ No _____

4. IF NORTHVILLE ADOPTED A YEAR-ROUND SCHOOL PROGRAM, WOULD YOU BE WILLING TO GRANT EMPLOYEES VACATION TIME TO COINCIDE WITH THE VACATION SCHEDULE ASSIGNED THE EMPLOYEES' CHILDREN BY THE SCHOOL DISTRICT?

Yes _____ No _____

5. IS YOUR COMPANY IN FAVOR OF THE YEAR-ROUND SCHOOL CONCEPT?

Yes _____ No _____

6. HOW MANY PEOPLE ARE EMPLOYED BY YOUR COMPANY? _____

7. HOW MANY PEOPLE EMPLOYED BY YOUR COMPANY DO YOU THINK ARE LIVING IN NORTHVILLE?

(Estimate) _____

8. OUR COMMUNITY SURVEY INDICATED THAT 63.4% OF OUR RESIDENTS FELT THAT THEIR EMPLOYER WOULD RELEASE THEM FOR VACATION IN ACCORD WITH THEIR CHILDREN'S SCHOOL SCHEDULE. DO YOU FEEL THIS IS (Check one)

a. Higher than likely _____

b. Lower than likely _____

c. About right _____

9. DO YOU FEEL THE OPERATION OF SCHOOLS ON A YEAR-ROUND BASIS OFFERS ANY ADVANTAGES TO YOU AS AN EMPLOYER?

Yes _____ No _____

IF "YES" PLEASE INDICATE:

_____

_____

_____

_____

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

TEACHER SURVEY - YRS STUDY

1. How many years have you been employed in Northville?

   (0-1)___ (1-2)___ (2-5)___ (5 or more)___

2. What level do you teach?

   (Elem.)___ (J.H.)___ (H.S.)___

3. If given a choice, what season of the year would you select for vacation?

   (Fall)___ (Winter)___ (Spring)___ (Summer)___

4. Do you think better use could be made of our school buildings if we have classes in them all year round?

   (Yes)___ (No)___

5. What activity do you normally engage in during the summer?

   (Work)___ (Professional studies)___ (Other)___

6. Do you expect to be teaching in the Northville system three (3) years from now?

   (Yes)___ (No)___

7. How much do you know about the Year-Round School?

   (Much)___ (Some)___ (Little)___

8. Would you like to know more about the Year-Round School Concept?

   (Yes)___ (No)___

9. Would you be willing to attend after school sessions to learn more about the Year-Round School?

   (Yes)___ (No)___

10. Would you favor the Year-Round Concept if it improved the quality of education even if it meant teaching at a time other than when you wanted to?

    (Yes)___ (No)___

11. Would you favor the Year-Round Concept if it saved money for the District?

    (Yes)___ (No)___

12. Would you favor the Northville Public Schools starting a Year-Round School program in the fall of 1972?

    (Yes)___ (No)___

13. Would you be willing to participate in paid in-service summer sessions prior to the start of the Year-Round School?

(Yes)___ (No)___

14. Do you think it's important that your vacation be at the same time as your own children?

(Yes)___ (No)___

15. How many quarters would you be willing to teach in the Year-Round School?

___ _____

16. If the Year-Round School operated on four (4) quarters, what quarter(s) would you like for vacation?

(Fall)___ (Winter)___ (Spring)___ (Summer)___

17. If Northville were to go to the Year-Round School, would you seek employment elsewhere?

(Yes)___ (No)___

18. Would you oppose the District converting to the Year-Round School if the taxpayers approved it being done?

(Yes)___ (No)___

19. What do you see as the major strength of Year-Round School Concept?

_____

_____

20. What do you see as the major weakness of Year-Round School Concept?

_____

_____

21. Is your spouse employed full time?

(Yes)___ (No)___

22. If we were to move into a Year-Round School, how inclusive should our program be in the first year of operation?

K-12_____ 1 Elem. Bldg._____

9-12_____ 1 J.H. Bldg._____

6-12_____ 1 Grade Level_____

23. Questionnaire completed by:

(Male)___ (Female)___

NORTHVILLE PUBLIC SCHOOLS
NORTHVILLE, MICHIGAN

STUDENT SURVEY - YEAR ROUND SCHOOL (7th - 8th)

(Check one blank in each case)

1. GRADE LEVEL: 7th____, 8th____,

2. MY HOME IS LOCATED: AREA_____

3. THIS SURVEY IS BEING COMPLETED BY: A GIRL_____, A BOY_____,

4. IF YOU COULD CHOOSE YOUR VACATION WHICH QUARTER WOULD YOU SELECT?

   FALL_____, WINTER_____, SPRING_____, SUMMER_____,

5. IF WE WERE TO ADOPT YEAR ROUND SCHOOL, WOULD YOU PREFER THAT STUDENTS FROM THE SAME AREA ATTEND SCHOOL AT THE SAME TIME?

   YES_____, NO_____, DOESN"T MATTER_____

6. ASSUMING THE RULES WOULD PERMIT YOU TO PARTICIPATE IN A SPORT OR OTHER ACTIVITY DURING A QUARTER IN WHICH YOU WEREN"T ENROLLED, WOULD YOU PARTICIPATE?

   YES_____, NO_____, UNDECIDED_____

7. HOW IMPORTANT DO YOU THINK IT IS THAT YOU TAKE A VACATION AT THE SAME TIME AS THE REST OF YOUR FAMILY?

   NOT IMPORTANT_____, SOMEWHAT IMPORTANT_____, VERY IMPORTANT ____,

8. DO YOU FEEL INFORMED ABOUT YEAR ROUND SCHOOLS?

   NOT INFORMED_____, SOMEWHAT INFORMED_____ VERY INFORMED_____,

9. HOW IMPORTANT DO YOU THINK IT IS THAT YOU AND THE OTHER CHILDREN IN YOUR FAMILY ATTEND SCHOOL AT THE SAME TIME?

   SOMEWHAT IMPORTANT_____, VERY IMPORTANT_____, NOT IMPORTANT____,

10. IF YOU COULD ATTEND A FOURTH QUARTER TO TAKE ONE EXTRA SUBJECT EITHER TO MAKE UP WORK OR TO TAKE AN ADDITIONAL SUBJECT, WOULD YOU WANT TO DO SO?

11. WOULD YOU FAVOR YEAR ROUND SCHOOL IF THE CURRICULUM WAS IMPROVED EVEN IF IT WERE INCONVENIENT?

    YES_____, NO_____,

12. WOULD YOU FAVOR THE NORTHVILLE PUBLIC SCHOOLS STARTING A YEAR ROUND SCHOOL PROGRAM IN THE SUMMER/FALL OF 1972?

    YES_____, NO_____, UNDECIDED_____

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

STUDENT SURVEY - YEAR ROUND SCHOOL (9 - 12)

(Check one blank in each case)

1. GRADE LEVEL: 9th___, 10th___, 11th___, 12th___,

2. MY HOME IS LOCATED: AREA_____

3. THIS SURVEY IS BEING COMPLEDTED BY: A GIRL_____, A BOY_____,

4. WOULD YOU PREFER EXTENDED SCHOOL DAY TO YEAR-ROUND SCHOOL?

   YES_____, NO_____, UNDECIDED_____,

5. IF YOU COULD CHOOSE YOUR VACATION, WHICH QUARTER WOULD YOU SELECT?

   FALL_____ WINTER_____ SPRING_____ SUMMER_____

6. IF WE WERE TO ADOPT YEAR-ROUND SCHOOL, WOULD YOU PREFER THAT STUDENTS FROM THE SAME AREA ATTEND SCHOOL AT THE SAME TIME?

   YES_____, NO_____, DON'T KNOW_____,

7. DO YOU THINK YEAR-ROUND SCHOOL WOULD BE DETRIMENTAL TO YOUR SOCIAL LIFE?

   YES_____, NO_____, DON'T KNOW_____,

8. DO YOU BELIEVE THAT YEAR-ROUND SCHOOL WOULD BE ADVANTAGEOUS TO YOUR SECURING A JOB?

   YES_____, NO_____, DON'T KNOW_____,

9. ASSUMING THE RULES WOULD PERMIT YOU TO PARTICIPATE IN A SPORT OR OTHER ACTIVITY DURING A QUARTER IN WHICH YOU WEREN'T ENROLLED, WOULD YOU PARTICIPATE?

   YES_____, NO_____, UNDECIDED_____,

10. HOW IMPORTANT DO YOU THINK TI IS THAT YOU TAKE A VACATION AT THE SAME TIME AS THE REST OF YOUR FAMILY?

    NOT IMPORTANT_____ SOMEWHAT IMPORTANT_____ VERY IMPORTANT_____

11. DO YOU FEEL INFORMED ABOUT YEAR-ROUND SCHOOL?

    NOT INFORMED_____ SOMEWHAT INFORMED_____ VERY INFORMED_____

12. WOULD YOU LIKE TO KNOW MORE ABOUT YEAR-ROUND SCHOOL?

    YES_____, NO_____,

13. HOW IMPORTANT DO YOU THINK IT IS THAT YOU AND THE OTHER CHILDREN IN YOUR FAMILY ATTEND SCHOOL AT THE SAME TIME?

    SOMEWHAT IMPORTANT_____ VERY IMPORTANT_____ NOT IMPORTANT_____

Student Survey - Year-Round School Study - continued.

14. HOW MUCH WOULD IT MATTER IF YOU GRADUATED AT THE CLOSE OF ANY ONE OF THE FOUR QUARTERS RATHER THAN AT THE END OF A TRADITIONAL SCHOOL YEAR?

VERY MUCH_____ SOME_____ NOT AT ALL_____

15. HOW IMPORTANT IS THE FORMAL GRADUATION CEREMONY TO YOU?

VERY IMPORTANT_____ SOMEWHAT IMPORTANT_____ NOT IMPORTANT_____

16. WOULD YOU PREFER TO ATTEND SCHOOL FOR THREE SIXTY DAY PERIODS WITH A 60 DAY VACATION OR WOULD YOU PREFER ATTENDING SCHOOL ALL YEAR FOR FOUR 45 DAY SESSIONS WITH EACH ONE FOLLOWED BY 15 DAYS OF VACATION?

THREE SIXTY DAY PERIODS (ONE SIXTY DAYS VACATION)_____

FOUR FORTY FIVE DAY PERIODS (FOUR 15 DAYS VACATION)_____

17. WOULD YOU LIKE TO BE ABLE TO ATTEND SCHOOL ALL FOUR QUARTERS AND GRADUATE IN LESS THAN THE TRADITIONAL NUMBER OF YEARS?

YES_____, NO_____,

18. IF YOU COULD ATTEND A FOURTH QUARTER TO TAKE ONE EXTRA SUBJECT EITHER TO MAKE UP WORK OR TO TAKE AN ADDITIONAL SUBJECT, WOULD YOU WANT TO DO SO?

YES_____, NO_____,

19. IF THE NORTHVILLE PUBLIC SCHOOLS OFFERED A SUMMER OR EVENING SCHOOL PROGRAM OPEN TO ADULTS AND STUDENTS, WOULD YOU ATTEND?

YES_____, NO_____, UNDECIDED_____,

20. WOULD YOU FAVOR YEAR-ROUND SCHOOL IF THE CURRICULUM WAS IMPROVED EVEN IF IT WERE INCONVENIENT?

YES_____, NO_____,

21. WOULD YOU FAVOR THE NORTHVILLE PUBLIC SCHOOLS STARTING A YEAR-ROUND SCHOOL PROGRAM IN THE SUMMER/FALL OF 1972?

YES_____, NO_____,

22. DO YOU HAVE ANY SUGGESTIONS WHICH WOULD IMPROVE NORTHVILLE'S EDUCATION PROGRAM?

YES_____, NO_____,

IF YES, WHAT _____

_____

_____

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THE NORTHVILLE RECORD - August 21, 1969

Year-Round School Subject of Survey

Today the halls of Northville's five schools are quiet. September 4 they will be alive with the voices of students catching up on who did what over the summer.

In the near future this may change. Administrators of Northville Public Schools are exploring the feasibility of keeping the schools open year-round.

Awarded a $19,565 grant by the State of Michigan, the largest amount given to any school district, Northville is beginning an information program and survey that will encompass every home in the city.

The school district is in the process of hiring a public relations firm to handle the study.

In the proposed year-round school program, the year would be divided into quarters, with each student attending school for three consecutive quarters. At any given time, only 75-percent of the total enrollment would be in school.

Promoters of the study claim the year-round school would reduce construction needs by one-quarter, too. If a system regularly enrolls 4,000 students, with the four-quarter plan classrooms would be needed only for the 3,000 that would be enrolled in any one quarter.

The most drastic change is that some students and their teachers would be in school for the summer quarter. This summer quarter would be attended by the one of every four students who is on vacation during the fall, winter or spring quarter.

Those skeptical of the feasibility of the plan need only to look at colleges and universities. Teachers and students are on the campuses year-round, proponents point out.

It is the summer quarter that most studies so far completed regard as the barrier to serious consideration of the year-round operation.

The vacation, that American institution, is most often taken during the summer months. Families want to take a vacation as a family, together. But today, increased vacations are taken during the winter months to Florida or to the ski areas.

But all problems can be worked out officials believe. With the summer quarter in mind, the study in Northville will also encompass the major industries in Northville, Plymouth and the Detroit Metropolitan area. The industries will be asked for their policy on giving employees vacations at times other than during the summer.

Shortly after the beginning of the 1969-70 school year, the information program and ultimate detailed survey of every household in Northville will begin.

It is this survey that will determine if the year-round school program can work in Northville.

THE NORTHVILLE RECORD - September 25, 1969

Campaign to Weigh Facts

Is 'Year-Round' School Beneficial?

After nearly two years of study, the officials of Northville School District are ready to begin a comprehensive information campaign about the advantages and disadvantages of keeping school buildings in continuous operation.

Year-round schools are bound to come eventually, according to Raymond E. Spear, superintendent of schools. He believes "it is the only efficient method of utilizing our multi-million dollar investment in school buildings."

"What is important to us," Spear said, "is that we choose the right method of year-round schools for Northville, make sure the people understand it and then find out if they would like to put it into operation in the near future, or put it off to some later date when conditions may force its adoption."

For this reason, the Northville Board of Education began studying the feasibility of year-round schools almost two years ago. Their aim was to insure that Northville would be prepared to meet its future needs in the most effective, efficient and economical manner.

Many citizens and school personnel have been studying every aspect of the year-round plan – its effect on curriculum, its potential for saving money and most of all its impact on the children.

As school officials point out, "If it doesn't result in a better job of educating our children, we might as well stick with the method we are now using."

While Northville was a leader among school districts in Michigan in inaugurating a study of this type, state officials began to see the benefits of exploring this logical method of cutting back the spiraling cost of school construction.

To encourage and assist school districts that showed an interest in studying, and possibly implementing the year-round concept, a grant totaling $100,000 was made available for six school districts to share.

Because of the progress already made on its study, Northville was chosen to receive one of the grants. The district was awarded $19,565, the largest of the six grants.

With money now available to cover the costs involved, the study committee plans to complete its project.

Details of the project will be explained to members of the community through a campaign that will include newspaper articles, brochures and newsletters as well as a color slide presentation showing exactly how year-round schools will operate.

Members of the study committee or school officials will be at the presentations to answer all questions that the study has been able to find answers for.

After the citizens of Northville's school district have been fully informed of every aspect of year-round school operation, a door-to-door survey will be conducted, giving everyone a chance to voice his opinion. Results of this survey will determine if and when Northville will cease closing its schools for the long summer recess.

From: THE NORTHVILLE RECORD - October 2, 1969

School Officials Confer on Year-Round Studies

Officials of the Michigan six-school districts making a study of the feasibility of year-round school met in Port Huron last week. Representatives hosted three members of the administrative team studying year-round school in Atlanta, Georgia.

Northville Superintendent, Raymond Spear said cooperation among the school districts makes it possible to take advantage of experience gained in other parts of the country.

Representatives at the Port Huron meeting were from Northville, Port Huron, Utica, Ann Arbor, Freeland and Okemos, the six districts chosen to share $100,000 set aside by the State Legislature to defray the costs of the study.

Although the plan devised by Atlanta is not exactly the same as the one being studied for Northville, having the opportunity to discuss year-round schools with people who have put it in operation is a big help, according to Spear.

"It is encouraging to find that the purpose for studying year-round school is so varied in different localities," Spear said.

"The people from Atlanta had one main purpose," Spear continued, "and that was the improvement of their educational program. Because this was their only purpose, they were able to put fourth quarter attendance on a voluntary basis.

'Although we expect to realize many educational benefits if our plan is put into operation, our main purpose is saving money in the long-range construction of new school buildings for our fast-growing district," Spear said.

Spear pointed out that from 1959 to 1969, enrollment in the district has risen 1,401 students, increasing from 1,721 to 3,120 students. He said that another 1,400 students would be enrolled in the district by the 1974-75 school year.

"For us to realize these savings, we will need approximately 75 percent of our students in school during each of the four quarters," he said.

Plans among the six Michigan school districts conducting a year-round school study vary in type and purpose. Northville is studying a quadrimester or four-quarter plan which could be adjusted to fit a variety of calendar dates.

The exact one which would best fit the needs of Northville is still to be determined.

Utica and Port Huron's studies are similar to Northville's in that they are studying the feasibility of a four-quarter plan of operation. This divides the school year into four quarters of equal duration and equal educational quality Youngsters are required to attend three quarters.

Ann Arbor's plan is concerned with a split trimester, dividing the year into three equal segments. Students will be required to attend two trimesters and half of a third.

This basic plan is also being studies in Freeland with slightly different variations.

The sixth school district in the state involved in the year-round study is Okemos. A plan for four twelve-week quarters with breaks in between is being studied in conjunction with East Lansing and Haslett.

In an effort to share in the $100,000 made available by the State Legislature for the study, 47 school districts submitted applications to the State Department of Education. From these applications, the studies now being carried out were chosen to be funded.

Other aspects of Northville's plan will be explained in future publicity releases, according to Spear.

From: THE NORTHVILLE RECORD - October 8-9, 1969

Four Semesters Split Vacations

Some Northville students could be enjoying their school vacation on the ski slopes rather than the beach if the year-round school plan is adopted.

The plan chosen by the Northville Year-Round School Study Committee as best meeting the needs of this community is the quadrimester plan. This plan would divide the school year into four equal quarters of 60 days each, rather than the current two semesters of about 90 days each.

Under the quadrimester plan each student would attend three quarters each year and vacation during one quarter. To realize the benefits of this arrangement, 75 percent of the student body would have to be in school during each quarter.

The Study Committee felt the four quarter plan had advantages over any of the other half dozen plans studied with the objectives of Northville schools in mind.

Northville needed a plan which would provide more classroom space at less cost, while it would also be possible to continue or improve the present curriculum.

Advantages of the quadrimester plan include savings in future investment in school facilities and the possibility of more flexible and extensive curriculum offerings. The plan will also provide a greater opportunity for students to obtain vacation employment and full year employment for the teachers.

The Study Committee found the quardimester plan could be put into operation more easily than any of the other plans studied.

Balanced against these advantages is public opposition to staggered vacations for students, problems created for extra-curricular activities and a necessary adjustment in the school's maintenance program.

The most difficult of the disadvantages to overcome would be the possible opposition from parents and students to a vacation plan which would require a fourth of the students to be on vacation each quarter of the year.

"In order for the plan to be workable, it must have community acceptance and support," Raymond Spear, Northville school superintendent said.

It would also require the assistance and cooperation of business, industry and community agencies as well as the faculty and staff of the school system, he said.

The biggest job the Study Committee has is making it possible for all these groups to weigh the implications of year-round school, according to Spear.

"We have no intention of trying to sell this plan to the community. However, we do want to give everyone the opportunity to evaluate the merits of this plan and to be aware of its shortcomings," Spear continued.

From: THE NORTHVILLE RECORD October 30, 1969

Year-Round School

Curriculum Change Seen as Possibility

Adoption of year-round schools in Northville could do much more than just save money on school construction, according to Miss Florence Panattoni, curriculum coordinator for Northville Schools.

"It could afford all of us, teachers, administrators, board members, parents and students, an opportunity to really revise and improve our curriculum," she said.

"It isn't very often a major change takes place in education which allows us to break away from the two semester approach to our subject matter.

"We will be able to examine new ways of designing blocks of information which could be more interesting, more in line with the needs of our students and easier to comprehend," Miss Panattoni said.

"The exciting possibilities for improvement could give everyone a new enthusiasm for school which might last for years," she stated.

Changing from a two semester program to the quadrimester or four quarter plan would mean revising blocks of subject matter from the current 90 or even 180 day periods to the 60 day quarters.

Sixty-day quarters would put more of a premium on the time spent in each subject and force teachers and students to be more selective in what is taught and more careful of the way time is spent.

Greater flexibility would be built into the curriculum since students would choose courses three times a year rather than twice a year.

Courses would have to be designed to stand on their own as much as possible and not depend so much on what was taught in previous courses

A new method of giving credit for shorter terms would have to be devised and graduation requirements would have to be adjusted.

"Year-round schools would require a fresh approach," according to Miss Panattoni, "and a fresh approach to any problem offers the possibility for progress and improvement."

THE NORTHVILLE RECORD - November 13, 1969

Extended School To Affect Business

Schools are a vital part of a community's business and social life. Though this may not be apparent to many people, it is to Northville school administrators.

They have been giving serious thought to the affect that year-round school would have on community life, in addition to its effect upon students and teachers.

if the year-round school plan were adopted, nearly every businessman in the community could expect some change in his routine, school officials explain. Part-time employment problems might be solved since one-fourth of the students would always be on vacation.

Instead of an overabundance of student help available during the summer months, employers could expect a stable, year-round supply. Student help could be especially helpful during the Christmas season and spring clearance sales.

High school graduates looking for permanent jobs wouldn't all be competing in June. Instead, they would go into the labor market during each season of the year.

Back-to-school clothes and supplies wouldn't all be sold in September. Merchants could expect this type of business four times a year. They might also find the vacation slump leveled off and greater demand for spring, fall and winter vacation equipment.

Employee vacations might also be easier to schedule if nearly everyone wasn't requesting vacations during July and August, it is noted. This might allow some industries to level out production schedules rather than encounter peaks and valleys caused in part by employee vacations.

What effect might year-round school operation have on the recreational facilities in Northville? Would we be able to provide the variety of indoor and outdoor recreation all year long that is now concentrated in the summer?

The recreation department, parks, Little League, Boy and Girl scouts, YMCA, amateu. hockey and other community organizations that provide these activities for our youth might need additional funds and additional volunteer help, officials note.

There are many more considerations than class schedules, curriculum revisions and staggered vacations if year-round schools ever become a reality here, Raymond Spear, Northville Superintendent of schools, says.

"We hope everyone in the community will give some serious thought to the effect this could have on the living pattern they have established," Spear adds.

"We feel it is important to examine any plan that could save taxpayers a sizeable amount of money, but we are just as certain that there are other considerations which might outweigh the financial aspect.

"Our prime endeavor at this time is to be sure the citizens know what is involved in year-round schools," he says, "so they can assist us with any future decisions that may be made."

THE NORTHVILLE RECORD

November 13, 1969

School Offers Slide Study

Northville's year-round school slide presentation was unveiled for viewing November 6 at a meeting of the Year-Round Committee, the VIP Committee and school board members.

The ten minute presentation, composed of 60 color slides, explains in general the purpose of the year-round study. It also covers the effects the plan could have on community life and the advantages and disadvantages of adopting year-round school.

Additional showings are scheduled for tonight, November 13, at Amerman Elementary School and for November 19 at Ida B. Cooke Junior High.

The slide presentation is available to any local group or organization. Scheduling may be made through Raymond Spear, superintendent of Northville schools. Dates are open after November 20.

November 20, 1969

Year-Round Film Ready

Northville's year-round school slide presentation will move over and make room for a film strip ready for viewing December 1.

Raymond Spear, superintendent of Northville schools, said the 60 color slides will be made into a film strip after their final showing today, Thursday, at 11:30 a.m., to the staff at Moraine Elementary

Arrangements to have the film shown to clubs, neighborhood associations and other groups can be made by calling the superintendent's office, 349-3400.

Showings can be scheduled in the morning, afternoon or evening in meeting halls or in homes.

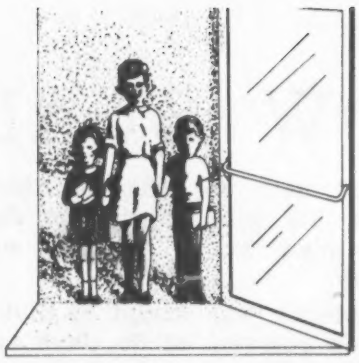
In conjunction with the year-round school study 725 of the 1454 families in the Northville School District will be surveyed as to their feelings on the plan.

The survey will be conducted by the Mother's Club in early January. Families to be polled will receive letters beforehand from the school district.

Opening School Doors

NORTHVILLE PUBLIC SCHOOLS

Northville, Michigan Vol. 1, No. 1 October, 1969



FOUR-QUARTER PLAN EXAMINED HERE IN STUDY OF YEAR-ROUND SCHOOLS

It has been felt by taxpayers and businessmen that the long period during the summer when school buildings stand idle or receive only partial use, represents inefficient and expensive luxury that would not be tolerated in business. Most school officials agree.

Breaking a tradition, however, that was the result of an agricultural society's need for the assistance of young people during the summer harvest, is not an easy task. As we changed to an urban industrial society, summer closing of the schools continued and most workers received their short summer vacation to coincide with this period.

Most of the reasons which led to the long closing of schools during the summer months are no longer valid. Year-round employment is now available to students on vacation. Most families now enjoy extensive recreation time together and family breadwinners receive three and four week vacations. Recreation has become a year-round activity with winter sports and travel in the south competing with the traditional July and August vacation period.

At the same time, the demand for better, more extensive education requires complex, well equipped schools. With the cost of construction soaring and taxpayers reluctant to assume any greater burden, it seemed an appropriate time to reappraise the traditional school year.

In a growing community such as Northville, there is even greater urgency for finding some method of holding down the cost of the many schools that will be needed in a short period of time.

Recognizing the need to meet this problem, your school board adopted a resolution to study the feasibility of year-round school operation back in December of 1967. A committee of interested citizens, school administrators and teachers was formed. They were charged by the Board to "encompass a thorough evaluation of all available information and research on the year-round school, the areas of the present instructional program which would be affected by a change to the year-round school approach, the development of the necessary steps to be taken in a transition to this program, and a thorough cost analysis of the operation of a year-round school versus that of our program, both present and future."

Many months were spent by this committee in studying the various plans under which year-round schools can operate. Methods used by other school districts to put some form of year-round school into operation were examined and the advantages and disadvantages evaluated.

Under each plan studied, consideration was given to the effect it would have on our curriculum, because the Committee was determined that above all, the plan adopted must offer improvements in our educational programs.

Secondly, the plan that would be chosen for Northville had to offer greater utilization of our existing facilities and reduce the need for future building construction.

The plan which most closely meets all these goals is the four quarter or quadrimester plan. It has been recommended by the Study Committee as the plan which will be explained to the residents of Northville and the one on which they will be asked to make a decision.

Superintendent Spear

SIGNIFICANT FINDINGS TO BE REPORTED

by Raymond E. Spear, Superintendent

In the fall of 1967 the Northville Board of Education inquired, "Where are we and where should we be going?"

This was the first of many questions which have been asked of your School Superintendent.

A complete evaluation of our District revealed one basic fact: the Northville Public Schools are growing and will continue to grow for the next 10 to 15 years.

With this knowledge came the adoption of a Resolution on December 11, 1967, which established that "the Northville Board of Education, in cooperation with the Administration, teaching staff and citizens of the community, undertake a thorough study of the feasibility of adopting the Year-Round School Program."

We have been doing just that for the past two years and are now ready to report some of our most significant findings.

This issue of "Opening School Doors" is brought to you in an attempt to bring about a better understanding of what we are studying and why.

HOW QUADRIMESTER WOULD WORK

If adopted by the Northville Schools, the quadrimester, or four-quarter plan, would basically work this way.

The school year would be divided into four quarters of 60 days each. (Tentative dates for the four quarters are shown in the box.)

All students would be required to attend three of the four quarters. To work efficiently and save anticipated building costs, an equal or nearly equal number of students must attend each quarter.

One fourth of the student body would be on vacation during each quarter. Determining which quarter a student takes his vacation would be the most difficult part of implementing the plan.

Students would probably be asked to pick their first and second choice. If first choices did not result in equal distribution among all four quarters, some students would have to accept their second choice. An attempt would be made to give all children in a family a vacation during the same quarter. If it should turn out that an insufficient number of students would accept vacations during any one quarter, then the year-round school plan would just not work in Northville.

Other than taking vacations at different times of the year and registering for classes three times a year rather than twice, the year-round plan should not be too different for the students.

All students would receive a Christmas and Easter vacation. They would also receive a ten day vacation, along with the teachers, between the fourth and first quarters, July 23 to August 2. There would be two day vacation periods between each quarter.

Of course, the above dates are not part of any final proposal. Much of this planning will depend on the information received from the community survey to be conducted in December.

SUGGESTED FOUR-QUARTER SCHOOL YEAR

1st Quarter:	August 3 to October 23
2nd Quarter:	October 28 to January 29
3rd Quarter:	February 3 to April 28
4th Quarter:	May 3 to July 23

PLAN REQUIRES CURRICULUM REVISION

One of the major goals in conducting the year-round school study was to find a means of improving the quality of our educational programs. It was felt that such drastic changes in the school routine must be accompanied by better educational opportunities, or year-round school could not be justified.

Research by the Study Committee and Miss Florence Panattoni, Northville's Curriculum Coordinator, indicates that the four-quarter plan adds flexibility to the curriculum which will allow a wider choice of courses, better instruction and the opportunity for greater comprehension.

Presently the school year is divided into two semesters of nearly equal length totaling 181 days of instruction. Students are able to select courses twice a year, but once started they are locked into them for 90 days and in many cases 180 days.

Under the quadrimester plan the school year is divided into four quarters of 60 days each. Every student must attend three of the four quarters. This allows students to select courses three times a year rather than twice.

A complete revision of the current curriculum would be necessary before this plan could go into effect. Subject matter would have to be designed to fit a 60 day block of time rather than the current 90 day unit. Credits for graduation would also have to be geared to quarter units rather than semester units.

Building courses of 12 weeks in length, with as many as possible standing by themselves, without a need to extend into other quarters, would require a major study of the curriculum and a detailed plan for each subject taught. Such a study would require the time and efforts of students, teachers, administrators, parents and board members.

The results could have a far-reaching effect, by making subject matter more interesting, by utilizing time to better advantage and by more efficient use of teaching equipment and textbooks.

Students attending three of the four quarters are not the only ones that could benefit from this plan. There is the built-in capacity for offering remedial work for students that need it during their vacation quarter and of eventually developing an accelerated curriculum for those students who would profit by it.

Student Graduation Transfers Affected

One of the frequent questions asked about year-round school is its affect on students transferring in or out of the school system during the year. Could a student make the switch from a two semester plan to the four quarter plan without suffering some penalty in placement or without losing some of the subject matter?

School officials do not anticipate any greater problem in transferring into or out of a school using the four quarter plan than is now encountered under our two semester plan. This area, however, is in the final part of the study under the State grant and all possible transferring situations have not been thoroughly studied as yet.

Graduation from high school is an important step for a youngster and his family. There is no doubt that with the quadrimester plan in full operation, some students will be completing their work at the end of each quarter. Leaving school four separate times a year should make finding a college or acquiring a job a much easier task.

It has not been decided whether there would be but one graduation exercise a year in Northville or whether more would be scheduled. This could be determined by the stuents when the plan becomes a reality.

SURVEY PLANNED

A thorough and extensive survey of every home in the Northville School District is planned for December. A personal interview will be conducted and a questionnaire filled out concerning your opinions and reactions to the plan for year-round school.

School officials would like everyone in the community to become aware of all the advantages and disadvantages of year-round school operation, in order that the survey can accurately gauge the desires of all residents.

Your cooperation in giving this matter some thought and discussion in your home, and your help in completing the survey when the interviewer calls, will be of great assistance in making the study successful.

Year-Round School Has Potential For Savings In Construction Costs

One of the most attractive features of the quadrimester plan is its potential for saving the taxpayers in Northville large sums of money in construction costs. For example, under the current two semester plan, Northville Schools have a total capacity of about 3,300 students. Under the quadrimester plan we could house up to 4,400, or an additional 1,100 students. We have projected building costs, per pupil, this school year to be $4,000. The quadrimester plan could show net savings in providing accommodations for these additional students alone of about $450,000 in one year.

It is in the long range building program, however, that the real savings in the quadrimester plan seems apparent. The year-round school study has projected the growth of the Northville School District for the next five years. If the maximum projection of population expansion holds true, we could save some 40% of anticipated construction and bond interest costs which could amount to over $7.5 million.

If we were to look at the ultimate population projections for this school district, covering the next 20 years or so, the anticipated savings could amount to 25 to 30 million dollars.

Operational costs, the day to day expenses of running the schools, which include things such as salaries, teaching supplies, heat, light and transportation, would also be affected initially by a switch to the quadrimester plan. There would be some additional costs involved in adjusting work schedules, conducting in-service training for all staff members, upgrading of curriculum standards and generally making the transition from the two semester system to the four quarter plan. The exact amount of these conversion costs is currently under study.

However, the Study Committee has determined, that once this conversion has been completed and the year-round school is fully implemented, operating costs per pupil would be no higher than they are under the present plan. Even during this period the committee could foresee no **per pupil** increase in the cost of transporting a student to school or of maintaining the buildings.

In fact, the committee felt very strongly that an operational cost saving, per pupil, would be realized due to the increased efficiency in operations, transportation, maintenance and administration. Having fewer buildings to staff, administer, operate and maintain and being able to program each of these items on a "full production" basis rather than the current "stop-start" procedure, could enable us to employ systems of efficiency not now economically feasible. The committee further observed that on a full time basis, teachers could be measured by more normal business procedures and that their rate of compensation could then be established more in line with other professions and industries.

From a cost standpoint, based on full use of all our facilities, equipment, and staff the ultimate saving in money, time and efficiency could be enormous under the year-round operation of our schools. If money alone were the only factor to be considered, schools would have been operated on a year-round basis for a good many years.

Many Basic Routines Affected By Year-Round School

Cafeterias in Northville High School and in the Junior High, now serving meals September through June, would be operating on a year-round basis on a four quarter school year.

Northville's school buses, now a familiar sight during the traditional school year, would be in continuous operation all year long, under a quadrimester school plan.

YEAR - ROUND SCHOOL AFFECTS COMMUNITY LIFE

The major part a school system plays in the life of a community becomes more evident when the effects of year-round school operation are studied. Local business and industry would most certainly have to make some major adjustments to accommodate year-round school operation.

For one thing, there might be requests by many employees for a change in their vacation schedule. If children receive vacations in fall, winter and spring, many of their parents might desire a vacation period to coincide with their children's vacation.

Student employment patterns would also be altered. Rather than flood local employers with a large student labor force during the summer, there will be a steady 25% of the student body available all year long for part or full-time jobs. Graduating quarterly would also be a great aid in locating permanent work or in gaining entrance to a college of the student's choice.

Representatives of business and industry in Northville and the Detroit area will be contacted to determine their reaction and degree of cooperation in making year-round school work.

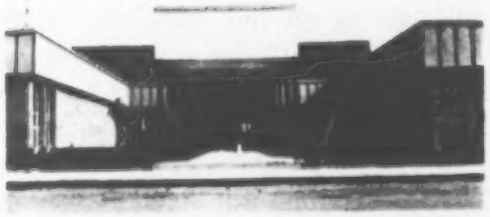
Not only would business and industry require some adjustments, but recreational facilities in the area would have to provide some year-round activities. With 25% of the students on vacation at all times, organizations such as the Park & Recreation Department of the City, Boy and Girl Scouts, Little Leagues and church sponsored recreation, would have to provide year long activities rather than concentrated summer programs.

Even school sponsored extracurricular activities, such as, clubs, dances, athletics and band, will have to make some revisions in order to make all activities available to all students, regardless of whether they are in or out of school.

Northville High

Could These Schools Operate Year-Round?

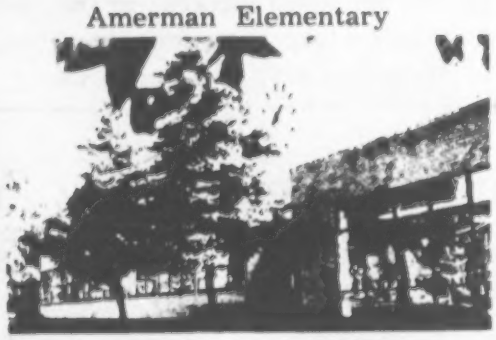
These Northville public schools, traditionally closed during the summer months, would be in operation all year long under a proposed four-quarter school year.



Junior High

Amerman Elementary

Moraine Elementary



Main Street Elementary

Year-Round School Presentation Planned

Every resident of the Northville School district is going to have the opportunity to see and hear a detailed explanation of how the year-round school plan would work. A slide presentation is being prepared and will be available for every social, civic, school, religious, and service organization in the community at their request.

The presentation will be given by school personnel and members of the Study Committee who are knowledgeable about all facets of the quadrimester plan and will give you plenty of opportunity to ask questions.

Showing of the presentation will probably begin the middle of November.

NORTHVILLE PUBLIC SCHOOLS

405 W. Main Street, Northville, Michigan 48167

Telephone: 349-3400

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Glenn Deibert

Moraine Elementary School November 13, 1969

Dear Parents,

The Moraine PTA would like to invite you to an afternoon meeting next Tuesday, November 18, at 2 p.m. in our Multi Purpose Room.

Our Superintendnet, Mr. Ray Spear, will be speaking on two very important topics to you –

1. The Year-Round School
   a. What's it all about?
   b. How does it work?
   c. When will your children be going to school?
   d. When won't your children be going to school?
   e. When will it begin?
   f. Is Northville really going to have a year-round school?
2. The addition to Moraine Elementary School
   a. Why is an addition necessary?
   b. Where will it be?
   c. What does it look like?
   d. Will it make our school too big?
   e. Will our attendance area be increased?
   f. Who will be attending school?
   g. What grades will be at Moraine?

Please come to this important meeting. All these questions will be answered for you. These two topics directly affect you and your children.

Sincerely,

Mrs. Pink PTA President

Mr. Jacobi, Principal

THE NORTHVILLE RECORD - November 27, 1969

51 See Slides, Express Opinions

Slides of the year-round school plan went through their final showing last week and now are being made into six identical film strips.

A total of 51 persons saw the slide presentations on a formal basis, according to Raymond E. Spear, superintendent of Northville schools. The presentation also was made to members of the school's VIP committee and administrative staff.

Questionnaires answered after the slide reviews showed 41 people believed the slides helped them better understand the year-round concept, while four said it did not. All persons viewing the slides did not complete questionnaires.

Thirty-two were satisfied with answers to questions asked by the audience, while 12 were not satisfied.

Nineteen said the meeting changed their mind about the concept, while 20 said it did not. Twenty-three said they were interested and had a stronger feeling of being interested in the concept. One person became uninterested, one changed from being uninterested to interested and seven said the slides gave them a stronger feeling of being uninterested.

Of those who filled out the questionnaire, 40 felt the concept is worthy of further consideration by the board of education, though seven did not.

Thirty-three wanted to know more about the year-round school. Specifically, they wanted more information on when their children would attend school and what changes would be made in the curriculum.

The slide presentation was made to the staff at Moraine Elementary on November 20. The entire staff returned questionnaires and all said the concept is worthy of further study.

The staff members queried administrators on the curriculum changes, whether their vacations would have to be taken the same time each year and what effect the concept would have on their salary schedule.

Though the filmstrips are in the process of being developed, six meetings have been scheduled for the week of December 1, the premiere week. All but one are in private homes.

The meeting dates, times and places are:

December 1 – 9:15 a.m., Mrs. Richard Lyon, 218 South Ely Drive.

December 2 – 1 p.m., Mrs. Keith Wright, 541 Linden Court.

December 3 – 9:30 a.m., Mrs. Fred Harper, 18415 Fermanagh Court.

December 4 – 9:15 a.m., Mrs. Larry Meyer, 47103 Timberlane.

December 5 – 9:15 a.m., Mrs. Howard Meyer, 279 Maplewood.

The sixth presentation will be made to staff members of Northville schools.

With the six filmstrips, six or eight additional showings can still be scheduled for the week.

NORTHVILLE RECORD - Thursday, December 4, 1969

Filmstrip Showings Available

The year-round school study filmstrip was unveiled Monday, beginning a month-long run in Northville.

More showings have been scheduled for the coming week. All are open to the public.

Today, Thursday 9:15 a.m., Mrs. Larry Meyer, 47103 Timberlane.

Friday, December 5 – 9:15 a.m., Mrs. Howard Meyer, Jr., 279 Maplewood.

Tuesday, December 9 12:30 p.m., Rotary, Presbyterian Church. 8:15 p.m., Township Board meeting.

Wednesday, December 10 8 p.m., Main Street PTA.

Dates to have the filmstrip shown to clubs, neighborhood associations and other groups can be made by calling Superintendent of Schools Raymond Spear at 349-3400.

Dates are still available through Christmas.

Showings can be scheduled in the morning, afternoon or evenings in meeting halls or in homes.

The filmstrips are narrated by a member of the Northville school administrative staff and are approximately 20 minutes in length.

With six copies of the filmstrip available, six showings can be made simultaneously.

In conjunction with the year-round school study, 725 of the 1454 families in the Northville School District will be surveyed as to their feelings on the plan, officials said.

Conducted by the Mothers' Club, half of those answering the questionnaire will be women and half will be men.

The survey will be taken in early January and families to be polled will receive letters beforehand from the school district.

The 25-question survey will take about 10 minutes to complete with most of the questions answered with "yes" or "no".

Included are questions on the year-round plan, district building program, vacation preferences and patterns of family life.

THE NORTHVILLE RECORD December 11, 1969

On Year-Round School

94 See Filmstrip

During the first week of the year-round school filmstrip, 94 people have attended showings.

This is almost double the number that viewed the slide presentations offered by the Northville School District last month.

With the increased demand for showings, Raymond Spear, superintendent of Northville schools, has extended the showing dates through January 9, 1970. Originally, the filmstrip presentations were available only through December 24.

The only public filmstrip presentation scheduled for the coming week is Monday, December 15, at 9:30 a.m., in the home of Mrs. Thomas Schaal, 319 Sherrie Lane.

Arrangements to have the filmstrip shown to clubs or neighborhood groups can be made by calling Spear at 349-3400.

After each presentation, viewers are asked to fill out a short questionnaire on the filmstrip.

Of the 94 who attended presentations last week, approximately 82 returned questionnaires.

Seventy-six said the filmstrip helped them better understand the year-round school concept, while six said it did not. Seventy people said the concept is worthy of further consideration by the Northville board of education, though 11 felt it was not.

Most said they wanted to know more about curriculum changes resulting from the year-round school.

Spear said the most common question is will children from one family be on vacation at the same time?

"We hope that all children from one family will be able to have their vacation at the same time, but this depends on the cooperation we get from the community," Spear commented.

One of the questions included in the survey to be conducted by the Mothers' Club is the families vacation preference.

"If everyone wants their vacation in the summer, then the year-round concept is unworkable in Northville," Spear said.

He said a student's vacation schedule would most likely rotate among the four quarters of school, but not necessarily to the following quarter. If a student had his vacation during the third quarter one year, he may not have his vacation during the fourth quarter the following year.

Final vacation schedules will be worked out after the survey. Spear said it will take about four years to implement a truly year-round concept in the Northville district.

The survey for the concept will be conducted by the Mother's Club and has been tentatively scheduled for January 13 – 23.

Of the 1454 families in the Northville district, 725 will be asked to complete the 25-question survey.

On January 6, representatives from the social research center in Ann Arbor will conduct an instruction session for Mothers' Club members participating in the survey.

BOARD OF EDUCATION

NORTHVILLE PUBLIC SCHOOLS
303 W. MAIN STREET
NORTHVILLE, MICHIGAN
349-3400

December 29, 1969

Dear Citizen:

Because of widespread community interest in the Year-Round School Study, we would like to bring to your attention two informative aspects of this important undertaking.

We would like to share with you the most frequently asked questions about this study, which were brought up by citizens during our slide presentations. We have also included information about a survey which will be conducted in January, to gather the opinion of parents regarding the Year-Round School Concept.

We sincerely hope that our efforts to inform you of the advantages and disadvantages of the four-quarter plan of school operation have aided you in reaching some conclusions about the desirability of its adoption in Northville.

Raymond E. Spear
Superintendent of Schools

ABOUT THE SURVEY

The Northville Board of Education is conducting a community survey under the sponsorship of the State of Michigan for the purpose of ascertaining the opinions of parents regarding the Year-Round School Concept of operating schools.

One half of the parents of school age children will be asked to answer a 21-question questionnaire.

Parents will be asked to answer such questions as:

Do you think our school buildings should be used 12 months a year?

YEAR-ROUND SCHOOL

YOUR QUESTIONS ANSWERED AND OPINION SOUGHT

20 FREQUENTLY-ASKED QUESTIONS -

1. HOW WILL YOU ESTABLISH THE CURRICULUM TO MEET A QUADRIMESTER PROGRAM?
In-service programs will be established in order for teachers, principals and the curriculum department – a) to organize our curriculum into twelve week units rather than the traditional semester or year courses at the secondary level and b) to prepare courses and materials for a more individualized program at the elementary level.

2. WILL ALL MY CHILDREN GO TO SCHOOL AND BE ON VACATION AT THE SAME TIME?
This question cannot be answered with any degree of assurance until we have completed the survey and determined the general wants of parents. At this time we can only say "yes," if we are given schedule felxibility by parents.

3. WILL OUR CHILDREN GO TO SCHOOL THREE QUARTERS BACK TO BACK (IN A ROW)?
Not in all cases. In order for ¼ of the student body to be out of buildings during each of the four quarters, Group A may be in school the 1st, 2nd and 3rd quarters; Group B, the 1st, 3rd and 4th; Group C, the 1st, 2nd, and 4th; Group D, the 2nd, 3rd and 4th.

4. WHAT WILL HAPPEN TO HIGH SCHOOL STUDENTS WHO ARE ON VACATION BUT WISH TO PARTICIPATE IN HIGH SCHOOL EXTRA-CURRICULAR ACTIVITIES?
It is expected that rules governing High School athletics will be changed to allow resident students to participate when on vacation.

5. WILL CHILDREN FROM THE SAME GEOGRAPHIC AREA ATTEND SCHOOL AND BE ON VACATION AT THE SAME TIME?
Initial study suggests that it would be possible to operate with or without geographical grouping of students. Further study of student distribution within the school district is necessary.

6. WILL ALL THE REQUIRED COURSES BE OFFERED ALL FOUR QUARTERS?
Yes. All required courses and all but a few of the non-required will be offered in each quarter. Additional twelve or twenty-four week courses may also be offered if a need exists.

7. WILL WE CONTINUE TO OFFER BASIC, REGULAR AND HONOR CLASSES IN THE HIGH SCHOOL UNDER THE QUADRIMESTER PLAN?
Yes. Basic, Regular and Honors courses will be offered for all required courses.

8. HOW WILL THE QUADRIMESTER PROGRAM PROVIDE FOR FLEXIBILITY?
A number of 12 week courses in specialized areas can be offered under this plan that cannot be offered under a traditional plan. Students failing a twelve week course would have an opportunity to retake the course after twelve weeks rather than after a semester or year. Extended school year also offers some potential opportunity for an accelerated program.

9. WILL ELEMENTARY CHILDREN HAVE THE SAME TEACHERS FOR THE THREE QUARTERS OF SCHOOL EACH YEAR?
Every effort will be made to do so, however, in some cases it may not be possible.

10. WHAT WILL OUR CHILDREN DO FOR RECREATION IF THEY ARE ON VACATION DURING A QUARTER OTHER THAN SUMMER?
This is an area that will require close study and coordination between all local agencies that provide recreational programs. Presently there are not sufficient programs available on a year-round basis.

122
127

Do you think your employer would grant you vacation time any season of the year at your request?

Would you like to know more about the Year-Round School Program?

Should the Board of Education adopt the Year-Round School Program for Northville?

Would you favor Year-Round School if it improved quality of education and saved money?

The questionnaire is easy to complete and should not take more than a few minutes of your time. It is self-administered.

The Northville Mothers Club is assisting the School District in completing the survey. Members will deliver the questionnaire to the people selected and are instructed to wait for the completed questionnaire.

The survey is a sampling of every other family that has children in our schools, including 50% of the parents with one child (270 families) and 50% of the parents who have more than one child in school (457 families).

The results of the survey will be used by the Board of Education to determine whether it is feasible for the District to develop, with the intention of implementing, a Year-Round School Program in Northville.

This extensive survey is possible due to funds made available to the District by a Grant from the State of Michigan. Northville is one of six school districts in the State that received money to study the Year-Round School Program.

A member of the Mothers Club will call on you sometime during the period of January 12 to January 23, 1970, and will introduce herself and the reason for her visit. You will be asked to complete the questionnaire while the mother waits.

In an attempt to determine how both mother and father feel regarding the impact of the Year-Round School Program on family living, we ask that 50% of all questionnaires be completed by fathers and 50% by mothers.

Citizens of the community who do not have children in school are not being asked to participate in this survey for two reasons:

1. The year-round operations of our schools would have a more significant impact on families of school age children, due to some of the changes they would have to make in family routine to fit with this program.

2. It is assumed that citizens with no children in school would react more favorably because the result would be financially positive and have little affect on their everyday routine.

Should families with children in school suggest the year-round operation of schools to be feasible, the Board of Education will then consider the desirability of surveying families with no school children.

The survey sample and questionnaire have been developed with the assistance and cooperation of the Institute of Social Research in Ann Arbor. We appreciate the efforts of Dr. Charles Cannell and his staff.

11. WHAT OTHER YEAR-ROUND PLAN HAVE YOU CONSIDERED?
The trimester, the 45-15 plan, the split trimester, the multiple-trails plan, enrichment plans, and voluntary plans.

12. WHY HAVE YOU SELECTED THE FOUR-QUARTER PLAN?
Because it gives us the opportunity to offer a program equal to or better than the present program and saves on building construction costs.

13. WHAT HAPPENS TO TEACHER SALARIES UNDER THIS PROGRAM?
Teachers salaries would be adjusted to a competitive salary with other occupations requiring a four-year college background. They would then be paid according to the number of quarters they teach.

14. HOW CAN YOU SAY THE OPERATIONAL COST WILL NOT INCREASE WHEN YOU INCREASE THE OPERATION OF SCHOOLS BY 33%?
We do not say the total cost of our operations, will not increase, for they will increase regardless of what we do, because of increased enrollment. What we do say is that on a per pupil basis the cost will not increase if we go to the year-round operation.

15. IF WE OPERATED A QUADRIMESTER PROGRAM, WHEN WOULD WE NEED TO BUILD ADDITIONAL SCHOOLS?
Our present projections indicate that our February 14, 1970 program will fill our needs until sometime during the 1971-72 school year. Rate of residential building could affect this date. Adoption of the quadrimester plan could lessen our needs substantially. This is reflected in the capacities of our buildings after our present building program.

	Traditional	Year-Round
Elementary	2,036	2,712
Jr. High & 6th Grade	1,134	1,512
High School	1,404	1,872
TOTAL	4,574	6,096

16. HOW WILL YOU MAKE THE DECISION TO ADOPT A YEAR-ROUND PROGRAM?
The Board of Education will make this decision based on the feelings of the community.

17. HOW SOON COULD WE ADOPT AND OPERATE A YEAR-ROUND SCHOOL PROGRAM?
The earliest possible date we could start a Year-Round Program would be summer/fall 1971.

18. WHAT ARE THE NECESSARY STEPS TO CHANGE OUR PROGRAM FROM OUR TRADITIONAL TWO-SEMESTER PROGRAM TO FOUR QUARTERS?
Curriculum revision, preventative maintenance scheduling, administrative training and structure revision, public and student information program, community recreation revision, scheduling of individual students, transportation revision, extra curricular eligibility of high school students, vacation schedule, actual school calendar for adoption, recruitment program revisions and others.

19. HOW MUCH MONEY WOULD BE SAVED BY THE AVERAGE TAXPAYER IF WE ADOPTED THE YEAR-ROUND SCHOOL PROGRAM IMMEDIATELY FOLLOWING OUR CURRENT BUILDING EXPANSION PROGRAM?
It is impossible to predict the savings over an extended period of time. However, it is estimated that a savings of $7½ million could be realized in school construction costs over the next five years. Savings on a bond issue of this size, including interest, over the 29 year life of the bonds could amount to approximately $3,000 per taxpayer.

20. WOULD PARENTS HAVE TO TAKE THEIR VACATION AT THE SAME TIME EVERY YEAR? No. The extended school year program offers some flexibility in vacation scheduling.

PAID FOR BY: YEAR-ROUND STUDY GRANT FROM THE STATE OF MICHIGAN

THE NORTHVILLE RECORD - January 22, 1970

Senior Citizens Club Taps George Lockhart

George Lockhart was elected president of the 156-member Northville Senior Citizens' Club at the first meeting of the new year, January 13. He succeeds John Blackburn.

Other newly-elected officers are Mrs. H.A. Boyden and Mrs. Paul Rellick, vice presidents; Mrs. W.C. Wendover, secretary; Mrs. William Liebetreu, treasurer. On the board of directors are Cyril Frid, Mrs. C.N. Ely, Mrs. Harold Hatchett, Mrs. Grant Power and Howard Fuller.

Committee chairmen are Mrs. Hattie Angell, membership; Blackburn, bowling; Mrs. Boyden, publicity and cards. Others are to be named later.

Mrs. Maryann Anderson will continue as director.

During the election it was pointed out, that the club has grown from an initial number of 30 to its present membership of more than five times that of the first year.

The new president presented a colored slide program of a recent trip to England. Retiring President Blackburn was presented with a gift of appreciation for his leadership during the past two years.

The club will meet for a cooperative dinner at 6:30 p.m. next Tuesday at the Northville Presbyterian Church fellowship hall. Raymond E. Spear, superintendent of schools, will speak on the subject of possible year-round schools.

GEORGE LOCKHART

THE NORTHVILLE RECORD - February 12, 1970

Urges School Vacation Cut

To the Editor:

I recently received a page from a December issue of your paper referring to the full-year school plan under consideration by the Northville Board of Education. I assume it was sent to me because of my 10 years of work on revised school calendars, and, since my comment has been invited, I'd like to reply through your paper.

First, let me compliment everyone involved for the very high calibre preparation and presentation of this material. There is widespread interest in full-year calendars all over the country, but I have rarely seen as good an approach. While there are many arguments supporting these plans from the standpoint of other aspects of American life – most importantly, just now, as an anti-inflationary measure – I believe the board has properly limited itself to your local situation, and the interests of children, parents, and teachers.

I have only one suggestion to offer. In my experience, most families — of shorter and more frequent holidays. A plan which offers 12 weeks of study followed by a four week vacation, or nine weeks of study followed by three weeks of vacation, all year round, offers – in my opinion – better educational opportunities for the child and more leisure options for the family. In terms of cost or operation it has no advantage over the quarter system you have been asked to consider, but most families feel that a three month holiday is too long at any season, and almost intolerable in the off-seasons of any but very temperate climates.

While you are making the big step toward revision of an antiquated and wasteful school calendar, why not take the added little step of abandoning the three month vacation altogether?

Sincerely,
Mrs. Charles S. Liebman
McHenry, Illinois

THE NORTHVILLE RECORD - January 22, 1970

School Begins Survey Tally

Survey takers in the random sampling for opinions on the possibility of a year-round school program for Northville, being conducted January 12-23, report they have been welcomed at almost every home.

By the first of this week six of the 35 Mothers' Club members visiting 725 residents for the opinion sampling had completed their calls and reported that "Northville people are nice."

Almost everywhere they have been invited in while the form is completed.

Superintendent Raymond Spear said that from a "very brief" review of forms completed many of the suppositions of the administration are holding true, indicating what some of the major problems will be. He expressed "sincere appreciation to the community for its cooperation."

Club members, each completing an average of 18 calls, who turned in early tallies were Mrs. Cass Hoffman, Mrs. Martin Rinehart, Mrs. Keith Wright, Mrs. James Tellam, Mrs. Harold Wright and Mrs. Elden Biery. Spear said that all indicated the community has been "very responsive."

The survey is being financed with a state grant. Mothers' Club agreed to conduct the survey for the school system and will return money earned to the schools for an enrichment project.

Members, venturing out in the season's coldest weather, report that it can take only minutes (the survey takes only five-to-ten minutes to complete) or it can take considerable time to find residents at home.

Speaking for Myself

Year Round School: Good or Bad?

Mrs. Zimmerman

Mrs. Brown

GOOD . . .

Have you noticed? Hardly a week goes by that someone doesn't complain to you about high taxes. Federal and state income tax, property tax, sales tax ..... all taxes seem to be continually spiralling higher and higher. Do you know anyone, personally, who has not lamented this fact?

Yet, most of us demand more and more services from our federal, state, and local government representatives that we feel are desperately needed, but are, in our opinion, too expensive.

How often do we get the opportunity to save tax dollars by more efficient use of existing expenditures instead of reducing existing services?

I would urge everyone to keep an open mind and study carefully the quadrimester program to maximize our existing school facilities. You might find that the inconveniences are a very small price to pay when weighed against the alternatives.

Mrs. F. Zimmerman

BAD . . .

Certainly all taxpayers would welcome relief from escalating educational costs, but it would appear to me that the Year-Round School Program puts the em-pha'-sis on the wrong syl-la'-ble. The reduced cost of building would, of course, be attractive, but the major expenditures in education are administrative and teacher salaries.

I believe the emphasis for tax relief should be placed on a complete review and streamlining of curriculum, with possible synthesis and blending of various courses.

I also object to the Year-Round School Program as I believe it would create new sociological problems for our children.

Tradition has never appeared more attractive.

(Mrs. John F.) Patricia Brown

125 130

Decision Stage Nears For Year Round School

While the Northville board of education decides March 23 whether or not to take the year-round school concept to a vote of the people June 8, further studies are continuing.

Among these studies is one estimating the conversion costs of switching from the traditional semester plan to the year-round concept.

The study has been prepared by the school system in connection with a $19,565 grant received from the State Legislature in March, 1969, and was one charge given to the school when the grant was received.

The report also will be submitted to the state and federal governments for funding to assist in the transition period from the semester to the year-round system.

According to Earl Busard, business manager for the school district, conversion costs "will total over $1 million."

Included in the figure is study of curriculum, study of student transfer procedures into and out of a year-round school system, intensive in-service education program for present and future teachers, testing of various student schedules, analyzing the administrative structure and consideration of air conditioning buildings.

The district plans a continuous study of teacher, parent, student, industrial, business and staff reaction to the concept once implemented.

School Superintendent Raymond Spear said if "the concept is brought to a vote of the people in June, the board could be expected to act on it in July or August, making the final decision on year-round school in Northville schools."

It would then be another two years before the system would be fully implemented in the schools, he said.

The district is currently conducting surveys of teachers and high school students in Northville and has plans to contact the major employers in the area as to their vacation policies.

Preliminary conclusions have been obtained from the survey of 725 residents in the community with school age children.

Spear said the "general conclusions show year-round school is feasible to parents of children in school."

Included in the conclusions were:

- 67.6 percent of the people favor extended use of school buildings;
- 75.7 percent believe it is important all children in one family be in and out of school at the same time;
- 70.3 percent favored having children from the same neighborhood in and out of school at the same time;
- 71 percent favored summer vacations (two summer vacation quarters are included in the concept);
- 56.7 percent favored year-round school if it would save the district money even if it would inconvenience their family;
- 73.5 percent would like to know more about the concept.

Spear also said a majority of those surveyed would accept the concept if the quality of education improved even if it was inconvenient. More surveyed said they would accept inconvenience if the quality of education improved, than said they would accept inconvenience only if money was saved.

Fifty percent surveyed in the district had lived in Northville less than five years. Over 90 percent planned to live in the school district for three or more years.

Spear indicated the date will be further analyzed and teacher and student surveys completed.

When all data has been interpreted, the steering committee will meet with the board of education and a final report will be sent to the state department of education, completing the concept study originally requested from Northville.

Thursday, February 19, 1970

SAMPLING SUCCESS – A check for $504.75 was presented to the Northville Mothers' Club last Thursday for completing a survey of 673 families in the school district concerning their opinions on year-round school. Mrs. Robert Boshoven, co-chairman of the survey committee, watches Raymond Spear, superintendent of Northville schools, as he prepares to sign the check. From a preliminary evaluation, Spear said the "results suggest year-round school is feasible in Northville." Most citizens feel school buildings should be used more than they are, according to survey results, though 71 percent favor summer vacations. Final evaluation of the survey will be completed in the near future. FEB 19 1970

Year-Round School on June Ballot

School board trustees voted unanimously Monday night to put the year-round school concept to an advisory vote of the electors on June 8.

In recommending the concept be put on the ballot, Superintendent Raymond Spear noted that "only 50-percent of the parents of school-age children have been surveyed. The vote would give the remainder an opportunity to express their opinion."

Spear also said parents without children in school would have a way to express their feelings.

In approving the resolution, trustees noted the action was an advisory vote and it would then be up to the board to make the final decision whether or not to implement year-round school in the district.

Trustees said they are "not committed to year-round school nor are they endorsing the concept. The board is only endorsing the study we are making with the $19,565 grant received from the State Legislature."

The June 8 ballot will also include filling two seats on the board. Trustee Stanley Johnston's term expires, and the vacancy left when Robert Froelich resigned to take another job, must be filled. Both are four-year terms.

Petitions for the vacancies so far have been taken out by incumbent Johnston. Filing date is May 11. Voters must register at the city or township hall in the area they live in by May 8.

Trustees agreed to submit a proposal for financing conversion costs to year-round school from the traditional semester system to the state department of education and the federal government for funding.

It has been estimated the conversion costs would be $1 million over a four-year period.

Board members indicated whether or not the district received all or part of the $1 million from state or federal governments could play a major role in their final decision on the year-round concept.

Spear said if the school district did implement the concept Northville would be the only district in the United State with a true year-round program.

Plans also were discussed to pre-register students on a year-round system to see how scheduling could be handled.

In other action Monday, trustees adopted a policy on book selection, approved purchase of four buses and approved the release of one teacher.

By a vote of 5-2, trustees adopted a policy on book selection covering supplementary reading materials not already approved by the American Library Association and/or the high school Library Committee.

Department chairmen who believe a book may arouse public objection must submit the book to the principal two weeks prior to planned classroom use.

Within five school days after the book has been submitted, the principal will notify the department chairman of approval of the book or request a meeting of the department and the curriculum coordinator.

If no response is received within the five day limit, it shall mean the book has been approved.

Trustee Andrew Orphan wanted to amend the policy to read that "no response within five days shall mean disapproval of the book."

His amendment died for lack of support.

Casting the dissenting votes were Orphan and Glenn Deibert, who indicated he was against restrictions on books.

Board members approved the purchase of four school buses for a total cost of $16,816 on bus chassis from John Mach Ford and $34,196 for bus bodies from McFadden Corporation.

The resignation of H. D. Schuler, sixth grade humanities teacher, was accepted by the board. Schuler will leave his post at the end of the school year.

The April 13 meeting of the board was cancelled, and the next meeting will be held April 27.

R.T. Thompson writes

Northville Seeks Answers To Classes Year-Round

There has been considerable talk but little action in Western Wayne County on the topic of year-round classes in schools.

• • •

NORTHVILLE'S BOARD voted unanimously a week ago to put the year-round school concept to an advisory vote of electors on June 8.

You can bet your last dollar that the outcome will have the attention of school boards in all sections of the state. Many have thought of such action but none, up to Northville, had the intestional fortitude to actually ask the voters what they thought.

School Supt. Rolland Spear recommended the poll noting that only 50% of parents of school age children have been surveyed. He informed the trustees that such a vote would give the remainder an opportunity to express an opinion.

It will also give parents without children in school a way to record their feelings.

The vote is strictly advisory and informatory to the trustees. They will have to make the final decision whether to or whether not to implement year-round school in the district.

• • •

THE BOARD WAS quick to point out that it is "not committed to year-round classes nor is it endorsing the concept. It is only endorsing a study made possible by the $19,565 grant received from the state legislature."

But the big thing is that Northville is taking a forward step in a concept that may well become part of the school programs in most sections.

Practically every school board in this area has talked about year-round classes but none has allowed the topic to get out of the talking stage.

There have been studies but all have been inconclusive for the simple reason that none has reached all of the parents.

Northville's action in effect is asking parents to tell the school board what they think of the concept through the use of the ballot.

It will be interesting to see how the vote goes. The results should provide all communities in the area with something to think about.

Past studies, all on a minor scale, have brought back such objections as difference of vacation dates -- a child may be in school when his parents have to take the summer vacation.

Then there's the matter of finding teachers who would be willing to work in the summer and then take a semester off during the winter.

And the constant problem of financing.

Perhaps many of the answers will come when the final tally is made in Northville.

Northville Ponders Year-Round School

By R.T. THOMPSON

Is a program of year round use of the schools feasible? Would adoption of such a program result in savings to the school system?

Could industry, business, banking and other employers adjust vacation schedules so that workers could take advantage of year round schools and take vacations in other times of the year than in the summer?

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THESE ARE just a few of the questions that will be answered Saturday in a year round school workshop at Northville High School sponsored by the Northville Public Schools.

The session opens at 9 a.m. with registration and coffee followed by a general meeting of all in attendance in the school auditorium from 9:30 to 10:30 a.m.

Scheduled for talks during the session are: Robert Benson, personnel relations; year round school in Northville, Supt. Raymond Spear; year round school curriculum, Florence Panattoni, Northville curriculum coordinator; and year round school finance, Business Manager Earl Busard.

Following lunch, the workshop will continue throughout the afternoon with a general summary of the day's discussion starting at 4 p.m.

• • •

FOR A LONG time it has been felt by taxpayers and businessmen that the long period during the summer when school buildings stand idle or receive only partial use represents inefficient and expensive luxury that would not be tolerated in business. Most school officials agree.

Many schools in Michigan have talked of year round use of buildings, but it has been talk only with no concrete study of such a program.

In the fall of 1967 the Northville Board of Education inquired: "Where are we and where should we be going?"

This was the first of many questions asked of Supt. Spear. A complete evaluation of the school district revealed one basic fact: the Northville system is growing and would continue to grow for the next 10 to 15 years.

Spear compiled figures that showed the district would double its enrollment by 1975 and would have a maximum total of 40,000 pupils.

With that knowledge, the board passed a resolution in December, 1967 to the effect that the board, administration, teaching staff and citizens of the community undertake a thorough study of the feasibility of adopting the year round school program.

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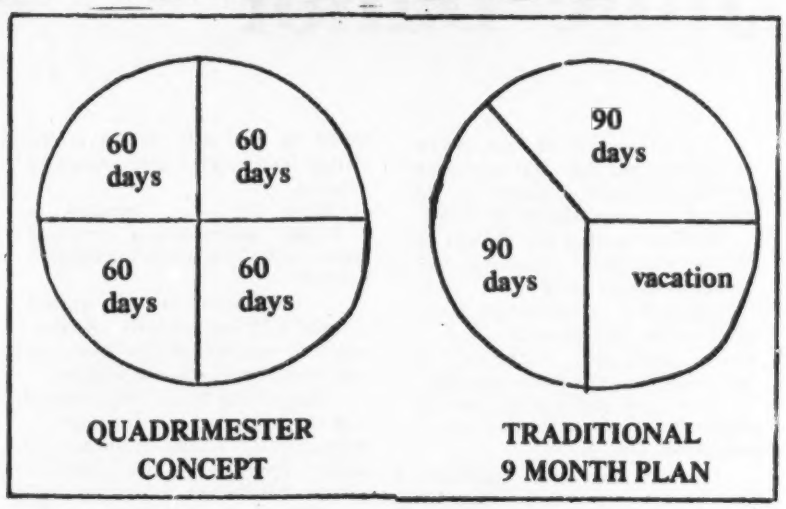
SUPT. SPEAR, who has a firm belief that such a program can be worked out to the benefit of the school district, took over the task of joining all the groups mentioned in the resolution in the study.

Now slightly more than two years later, with the assistance of a grant from the state, Northville has completed such a study and has been presenting it to residents. A vote will be held in the near future at which taxpayers will be asked whether they would or would not prefer a year round school program.

Northville was one of six school districts in Michigan to receive a grant to conduct the year round school study. The others include: Okemos-Lansing Haslett, Ann Arbor, Port Huron, Utica and Freeland.

"Each community is getting a final report ready," said Supt. Spear. "I don't know what others have learned in their community, but we feel year round use could be adopted in Northville with many benefits.



"For instance, we believe it would result in substantial savings in the construction of new schools. Enrollment projections indicate the student population of Northville will double in the next few years.

"During the same period, total savings on school construction could exceed $7.5 million. This figure could ultimately expand to over $30 million.

"The annual cost of operating the schools should remain approximately the same per pupil under this plan as it would under the traditional two semester plan."

• • •

SPEAR'S COMMITTEE recommends that the school year be divided into four equal quarters of approximately 60 days each. Students would attend three of the four quarters.

Thus one-fourth of the students would be on vacation each quarter. This plan would expand the capacity of the schools by one third.

The big drawback is that 25% of the students would have to be on vacation in each of the four quarters. And Spear points out it would mean 25% vacationing in the second and third quarters.

The proposed four quarter school year would be divided as follows: first--Aug. 3 to Oct. 23; second--Oct. 28 to Jan. 29; third--Feb. 3 to April 28; fourth--May 3 to July 23.

The second and third quarters would mean vacations during the months of November, December, January, February, March and April.

• • •

OTHER THAN taking vacations at different times of the year and registering for classes three times rather than twice, the plan would not be too different for the students.

All would receive a Christmas and Easter vacation. They also would receive a 10-day vacation along with the teachers between the fourth and first quarters, July 23 to Aug. 2.

The plan proposes four graduations each year, and Supt. Spear checked with the Michigan High School Athletic Association and received assurance that a student on vacation would still be eligible to compete in athletics.

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THE YEAR ROUND program on a quadrimester basis would have many advantages to students, including:

Revisions in the cirriculum necessary to adjust to the four-quarter plan could result in stronger, better planned, more interesting and more flexible courses.

There would be a greater variety of courses to choose from.

A better opportunity to enter the college of the student's choice would exist.

A better chance for part-time work during vacation is possible.

Greater employment opportunities are available upon graduation.

It would be easier to obtain remedial assistance.

Students could accelerate their education.

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THE GROUP making the study discovered some drawbacks. Adoption would require that student vacations be staggered throughout the year. This could require some families to change vacation patterns from a summer at the cottage or beach to an entirely different vacation area.

Skiing, ice skating, tobogganing and participation of winter sports along with the spring trips to the sunny south are among the possibilities.

It would also require an evaluation of the community's recreation program so that something would be offered vacationing students throughout the year.

"There would be an increase in the cost of teaching," said Spear. "But we feel we can overcome a large part of that. Teachers are paid on a 12-month basis in most communities and thus they could be asked to teach in any of the four quarters as long as they had one off for vacation.

"Of course, all of the plans are still in the formative stage, but we in Northville believe the proposed vote of residents will give the Board some idea of what the future holds.

"If the vote is affirmative, then we probably will go ahead with a year round program. If not, then we'll have to go back to the study and learn the reasons for the rejection."

• • •

MEANWHILE, SCHOOL boards in all sections of the state will be awaiting the workshop where reports of the six communities will be made. The results are of interest to all, whether they are thinking of such a program or not.

"We believe any school district that is of a mind to use schools year round could find a system that would result in savings to that community," said Spear.

"The Northville study is of the Northville system but it would just be a matter of changing a few things here and there to make it workable in large and small school systems."

THE NORTHVILLE RECORD - April 30, 1970

Students Favor Year-Round Concept

With preliminary findings of the Northville student survey on year-round school available, figures show students favor the concept, Superintendnet Raymond Spear said Saturday.

Juniors and seniors are more supportive of the concept than the freshmen and sophomores, he reported.

Forty-percent of the students surveyed feel year-round school would help them to secure jobs.

Seventy percent of the students would like the opportunity to take extra courses and to do make-up work. Thirty-seven percent favor starting the program in 1972.

When asked their opinion on instituting the extended school day, 50-percent indicated they were opposed to it.

Final results of the survey have not been computed as of yet.

THE NORTHVILLE RECORD - April 30, 1970

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ELEVEN DAYS are left before the final filing date for school board elections. Petitions for the two vacancies are available at the board offices and must be returned by May 11, Earl Busard, business manager, said. Announced candidates for the June 8 election are Incumbent Stanley Johnston and the Reverend Timothy C. Johnson, assistant pastor of the First Presbyteriam Church. Both are seeking four-year terms. Voters have until May 8 to register at the city or township hall where they reside. An advisory vote on Year-Round School will also be on the ballot.

THE NORTHVILLE RECORD - April 30, 1970

70 Administrators Weigh Year-Round School Here

More than 70 administrators from throughout the state gathered in Northville Saturday to explore the concept of year-round school and ask and answer questions.

The administrators represented 23 school districts who have already given some consideration to year-round school in their own district, as well as the State Department of Education and the University of Michigan.

James O'Neil, representing the Michigan State Board of Education, told the audience that "All children are not born on the same day of the year, yet all children are required to start school on the same day, with some children having a six to nine month age difference from that of their classmates.

"Only education produces all products on one day of the year.

"A child could get hopelessly behind before he could catch up," O'Neil explained.

With the year-round school concept, O'Neil envisioned that students could start school when their birthday dictated.

He sees social as well as economic gains occurring through the year-round concept.

"Each summer, we shove 55 million kids out on the streets and tell them to keep themselves occupied without any organized activities they have been involved in during the school year," he said.

"Year-round school would mean only one-quarter that number would be out of school at one time and the opportunity to find a part-time job would increase," O'Neil commented.

On the economic front, he said year-round school would provide the maximum of education for the money expended.

"When the people say 'no' to the concept, then they are committed to support the traditional school year design with the proper millage," O'Neil said.

One administrator, citing the concept where students entered at September or at the half-year mark, asked "What got us away from that?

"Colleges have changed from the semester plan, utilizing tri-mesters and quarters."

It was thought that year-round school would help the increased winter work load in industry that now goes unaided.

Commented one administrator, "Business does not operate efficiently during the summer since all department heads and supervisors are off on vacations. Employers are in favor of staggered vacations, and this should provide more vacation jobs for students."

The question was raised about organized recreation programs during times when students would be on vacation.

"This problem has come about because summer recreation programs have always been run by the schools. The responsibility will have to be shared by the community," one participant suggested.

The seminar posed the problem of a student on vacation for two consecutive quarters, attending school for one quarter and then moving from the district.

A representative from Plymouth school district suggested a "holding school" could be established by adjoining districts where students could catch-up, gain remedial assistance or possibly take courses not offered in their home district.

With the year-round concept, it was felt students who failed a course or term or lost time because of sickness would not lose an entire year but could repeat the course or term within three months, thus losing only one quarter.

Students would have a chance to take extra courses during their vacation quarter and also gain remedial help.

What about athletics and the possibility that the star football player would be on vacation during the fall quarter?

When the question was posed to the Michigan State Athletic Association, they felt it would be possible for a student to participate in athletics through changes in the eligibility rules.

Other questions posed in the seminar and the proposed solutions were:

Class sizes at the high school level—Courses would have to be offered even if the class size was small.

Parents both working while children home—High schoolers would be available to babysit during their vacation quarter.

Educational quality changed—Not unless segments are instituted in the curriculum to assist children maintain their enthusiasm for education.

Affect the drop-out rate—Year-round school could decrease the drop-out possibilities by having children start school when they were ready. More remedial services, counselors and directed community services would have to be provided.

Special education programs—Students would have to attend special education classes in other districts, as they do now, when they were offered.

Teacher salaries—Salaries would be computed on a per-pupil basis after negotiations at the going industrial rate for comparable 12 month positions.

Raymond Spear, Northville school superintendent, said the board of education is waiting for the advisory vote on the year-round concept June 8 before making any futher decisions.

THE DETROIT NEWS – May 7, 1970

Full-year schools?

By ROBERT S. WISLER
News Metropolitan Bureau

NORTHVILLE — Although a 12-month school program is several obstacles and at least two years away, school officials here are preparing for what could be the first year-round school program in the state.

The Northville Public School District is one of six in the state which has been studying, under state grant, the possibility of converting to a 12-month school schedule.

The results of the study and the effect of converting from a 9-month school year will probably influence the thinking of school officials throughout the state.

Ray Spear, school superintendent, said Northville's uncompleted study has so far convinced school officials here that:

- A year-round school program is feasible and can save a rapidly growing school district millions of dollars in construction costs.
- Operation of a year-round program will bring improvement in education.

BIGGEST stumbling block to implementation of the year-round school concept, Spear said, could be community opposition.

Although a school survey of parents showed that most favored the idea, Spear said there would have to be overwhelming approval before the district would switch to a 12-month program.

The district must also receive a large amount — $1 million — in state or federal funds to accomplish a change from the traditional plan, the superintendent said.

Spear said there are a number of lesser problems in converting the school system — now comprised of 3,140 pupils in a high school, junior high and three elementary schools — but none of them insurmountable.

The school district would move slowly because of the lack of real precedents in changing over to a full-year program, he said.

Spear said some districts in the country have "optional" year-round programs — where parents can choose their children's schedule — but none have a "mandated" program, where all pupils in the district are placed on a particular schedule by the district.

Some school districts have attempted a "mandated" year-round schedule only to scrap them later, Spear said. "I think this happened because those school districts didn't approach the conversion carefully or properly.

"IF WE do it, we will do it right."

The traditional school schedule calls for students to be in school from September to June, with time out for Christmas and Easter vacations.

School officials agree that letting the buildings stand idle or using them only partially during the summer months is inefficient use of resources.

The Northville district committee studying the year-around concept has recommended a school year divided approximately into four 60-school-day quarters. Under this plan students would attend three of the four quarters.

A tentative plan calls for the quarters to run from Aug. 3-Oct. 23, Oct. 28-Jan. 29, Feb. 3-April 28, and May 3-July 23.

The plan calls for traditional Christmas and Easter vacations and a 10-day vacation between the fourth and first quarter, about the middle of July and start of August.

Spear said 25 percent of the students would be out of school during each of the quarters. Thus half the students would be at home during unpopular vacation times in the fall and winter months, and the schedules could run into opposition, the superintendent admitted.

TO ASSESS community reaction, the school district will hold an advisory election next month.

Spear said that to convert to a year-round school, the district would have to win the backing of an overwhelming percentage of parents and will have to ensure that the community will develop a year-round recreation program to keep out-of-school children busy.

"If the parents were to vote 65-45 in favor, it still wouldn't be enough because running a school district is difficult enough without running a program that is opposed by a large percentage of the community," he said.

Spear said even if the vote were "1,999 to 1" in favor, the district will not implement a year-round program until it had scheduled each pupil's quarters from 1972 through the 1975-'76 school year.

"We'll tell the parents exactly when their children will be going to school for the four-year period and then find out if they still approve of the year-round program," he said.

The district would have to rewrite its curriculum and tailor courses to fit a new schedule, he said, estimating it would cost $250,000 each year for the first four years to convert.

The superintendent said the district would not spend its own tax money to effect the change.

Spear said he expects favorable results in next month's election. In a survey answered by 669 families, most parents expressed approval.

THE SURVEY showed the parents wanted first to ensure that all their children were out of school during the same quarter adn next, that children in the same neighborhoods would be out during the same quarter, he said.

"They expressed fears that their children would be out of school at a time when all their playmates or neighborhood friends were going to classes," he said.

The most obvious advantage of a 12-month program, Spear said, is that by using the school buildings more there is less need for construction of new buildings.

"With 25 percent of the students out each quarter, we could increase our building capacity by 33 percent," he said.

"In a 500-student elementary school we could program 700 pupils on a year-round basis, saving us the necessity of building another 200-student school or a 200-student addition."

The superintendent said this aspect is of great importance to Northville, which expects to double its enrollment by 1975 to 40,000-pupils.

Teacher salaries would probably, but not necessarily, go up, he said.

The teachers could be asked to teach for three of the four quarters, or be required to teach all four quarters.

"I don't think we should increase teacher salaries 25 percent just because we ask them to work a 12-month year, though," he said.

"We will want to compare the salaries in other professions, where people who have spent four years in college preparing themselves for their work, with what teachers are receiving."

"If other professional people who work a 12-month year are getting $9,000 a year to start it would be logical to start teachers out at the same salary," he said.

Spear said the year-round school concept has been approved by the Michigan Education Association and the National Education Association, the parent groups of the Northville teachers' bargaining organization.

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THE NORTHVILLE RECORD - May 7, 1970

Readers Speak

Wants Answers on Year-Round School

To the Editor:

The article on 'year-round school' in the April 30, 1970, issue, caused several questions to be asked and comments to come to mind.

1. If as Mr. O'Neil said there is probable, or possible, harm to a child as a consequence of the present policy regarding when a child starts school, why has there been no word, let alone action, to correct this 'problem' – even now?

2. Is a child's birthday a relevant test for determining when a child's education should start? Or for any other matter?

3. How many of the 55 million kids we shove out on the streets are of legal age to work? A comment with respect to the idea of 'part-time work load' being spread over the year, this would move toward a permanent cadre of low-wage help constantly available to help depress wage rates.

4. The statement that 'year-round school would provide the maximum of education for the money expended' is a glittering generality. It might well, if well planned, result in maximum occupancy and/or use of facilities – this does not mean anyone is becoming educated. Education is a different process from filling up buildings and time.

5. The comments that business doesn't operate efficiently in the summer when all department heads and supervisors are off on vacation and that year-round school would help the increased winter work load in industry that now goes unaided raise these questions:

(a) Is the education institution designed to serve the needs of industry or is it to educate people?

(b) The absence of just ordinary workers doesn't affect the efficiency of an operation?

6. Who bears the cost and direction of recreation programs have no necessary bearing on school scheduling.

7. The 'holding school' concept brings to mind visions of an 'extra' school need with 'extra' teachers, equipment and taxes.

8. High school baby sitters for parents, both of whom work – so? Because there are potential baby-sitters, does that mean no problems exist for the kids left home by working parents? Is this a valid arguement for 'year-round' school?

9. What has 'year-round' school sessions to do with the drop-out problem? I thought relevancy, economic need had more to do with this.

10. More remedial services, counselors and directed community services would have to be provided – this means more facilities, more employees and – taxes.

11. When teacher salaries are computed on a per-pupil basis does that mean a higher salary for a large class (and consequent probable lower educational achievement) and lower salary for a small class (potentially more excellence in educational opportunity)? This sounds like the piece-rate wage system of early industrial societies.

12. Just what-industrial position is in any meaningful sense comparable to a teacher?

The discussion as outlined in the Record's article certainly added no real clarity to the basic issues presented by the 'year-round' school proposal.

It is well past time that those who occupy places of responsibility begin to clarify and explain explicitly these matters that hold so much concern for us.

Luther B. Kleckner
1056 Allen Drive
Northville, Mich. 48167

THE NORTHVILLE RECORD - May 14, 1970

SPEAKING for The Record

By BILL SLIGER

As School Board President Richard Martin sees it, the June advisory vote on the year-around school program is not a poll to determine whether or not Northville should adopt the extended school year system.

Instead, it's an invitation for advice on whether or not the board should continue to pursue the proposal and obtain more information.

"Right now I think we know three or four times as much about the year-around school program than any school district in the country. But we don't know half enough", Martin stated.

He hopes the district can get support to go ahead and do more exploring, seek state funds for more studies, so that "we can tell the public who will get hurt and who won't and how education will or will not benefit".

THE NORTHVILLE RECORD - May 14, 1970

Year-Round School

Board Approves Ballot Wording

Wording of the year-round school advisory question was approved by the Board of education Monday night, but at least one board member expressed doubts over whether the question should go on the June 8 ballot.

Voters will be asked to vote on the following question: "If educational and economic advantages become evident, would you cooperate with the board of education in implementing a full year (quarterly sessions) school program in the Northville Public Schools?"

"The vote may support what we already know," Trustee Dr. Orlo Robinson said, referring to the survey of parents which showed a majority favored the year-round program.

"If voters say 'no,' it may not affect our ultimate decision due to economic factors," he said.

The final decision on year-round school rests with the board.

The question "should not be put on the ballot at all," Dr. Robinson continued, "because some people do not have adequate information (on year-round school) and will just vote 'no'."

Superintendent Raymond Spear said there are "four points necessary for us to make the decision: analysis of the survey results, public reaction through the vote, pre-registration and scheduling of students and funding to bring about orderly transition to year-round school."

"When the scheduling information is available to the community then we may get more voters to say 'yes'," Dr. Robinson said.

Spear said parents will be given post cards to "say if their child's schedule for four years is acceptable or unacceptable to them. This should be done in less than four months."

Trustee Glenn Diebert said he would "like to feel the maximum number of voters had an opportunity to express their opinion."

Dr. Robinson again expressed concern that voters did not have enough information on year-round school to vote on it.

"I don't see why we should be concerned about going to the people. They know more about year-round school than lots of things they are asked to vote on," Spear said.

The question was approved by a vote of 5-1, Dr. Robinson dissenting and Trustee Stanley Johnston absent.

In other action related to year-round school, the board voted unanimously to authorize Spear to apply for a renewal of a grant from the state in the amount of $19,000 to continue study of year-round school.

Spear said the money received from the grant would be used to pre-register students for four years.

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The board also authorized a change order not to exceed $18,000 for foundation construction at the high school. Spear said the bond issue did provide funds for change orders and would not require funds to be taken from other areas.

One teacher resignation and three contracts were approved by the board. The resignation of Mrs. Marjorie Sliger, third grade teacher at Main Street, was approved.

Contracts for Miss Jeree Bachelor, third grade Moraine; Miss Kathryn Schleede, second grade Amerman; and Mrs. Judith Pariseau, third grade Amerman; were approved. All three teachers did intern work in the system this year.

STATE BOARD OF

Education...Action

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A SUMMARY OF ACTIONS TAKEN BY THE STATE BOARD OF EDUCATION AT ITS MEETING:

May 12-13, 1970

Lansing, Michigan

132
137

SUPERINTENDENT'S REPORT

The State Board of Education received reports from Acting Superintendent of Public Instruction Dr. John W. Porter on a number of matters, including motions, actions and referrals pending; activities of the Office of Equal Educational Opportunity and personnel vacancies.

PRIVATE TRADE SCHOOLS

The Board accepted the report of the Superintendent regarding actions taken with regard to the licensing and regulation of private trade schools. The report indicated four permit or license issuances, and three permit extensions.

DORMITORY HOUSING VACANCIES

A report from the Superintendent concerning vacancies in college dormitories at four-year state schools was received, and referred to an ad hoc advisory committee on implementation of some of the goals in the State Plan for Higher Education. The report shows dormitory occupancy levels at Michigan four-year institutions, and includes institutional comments.

DRUG EDUCATION - EPDA GRANT

The Board approved a grant proposal under which Michigan would receive money from the federal government for improvement of teaching and easing shortages of adequately trained personnel for education in the area of drug use and abuse.

ADVISORY COMMITTEE FOR SCHOOL FOR THE DEAF

The Board referred to the Citizens' Advisory Committee for the Michigan School for the Deaf certain questions having to do with accreditation for the school and admissions policies of the school.

RESOLUTION

The State Board of Education adopted a resolution expressing sorrow and condolences concerning the death of Dr. and Mrs. Donald O. Tatroe and their three sons.

YEAR-AROUND SCHOOL

The Board received a report from Treasurer James F. O'Neil on a conference on year-around school held April 25, 1970, in Northville, Michigan, attended by Mr. O'Neil.

APPOINTMENT PROCEDURES

The Board adopted a procedure for making nominations to committees appointed by the State Board of Education.

STATEMENT ON SCHOOL INTEGRATION

The Board adopted a statement concerning school integration.

RESOLUTION

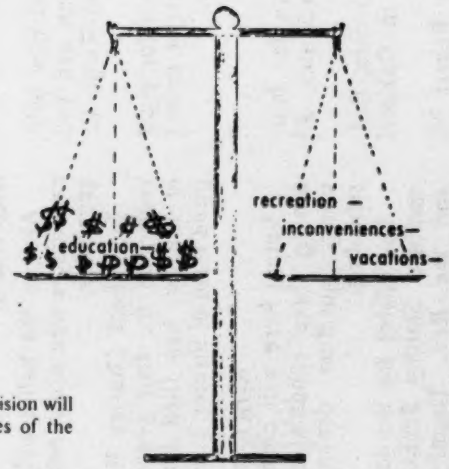
A resolution honoring and expressing sorrow at the deaths of Walter P. and May Reuther was adopted by the Board.

NASBE MEETING

Member Dr. Gorton Riethmiller reported on a meeting of the National Association of State Boards of Education, held in St. Louis, Missouri, April 20-21, 1970. The report was received by the Board.

What's YOUR opinion of Year-Round School?

- Northville Schools have tried to explain all the advantages and disadvantages
- We have surveyed 50% of the parents of school-age childern and more than 100 business firms in the Detroit Metropolitan area.
- Now we want to provide an opportunity for persons not surveyed to express their opinion.



We are going to conduct an advisory opinion poll at the Annual School Election, June 8. The question will be stated in the following words:

If educational and economic advantages become evident, would you cooperate with the Board of Education in implementing a full year (Quarterly Sessions) school program in the Northville Public Schools?

This advisory vote on June 8 is part of our continuing study of the feasibility of year-round school for Northville. It will help us determine community attitudes based on what is known today and help us determine if these attitudes have changed since our survey of six months ago.

It should be emphasized that the results of this survey are not binding on the Board of Education. No decision will be made until the results of four separate stages of the study have been completed. These include:

These include:

1. **Full analysis of our community survey.**
2. **Consideration of the out come of the June 8 advisory vote**
3. **Pre-registering and scheduling of each child into a typical year-round situation, to see how it would work and how satisfied you would be.**
4. **Determining where the funds would come from—state or federal sources—to convert to year-round operation.**

At the conclusion of these four stages a definite decision on year-round schools can be made.

Your cooperation in helping us gather this necessary information will be greatly appreciated.

ALL WE NEED IS YOUR VOTE-JUNE 8

SUGGESTED FOUR-QUARTER SCHOOL YEAR

1st Quarter:	August 3 to October 23
2nd Quarter:	October 28 to January 29
3rd Quarter:	February 3 to April 28
4th Quarter:	May 3 to July 23

NORTHVILLE PUBLIC SCHOOLS . YEAR-ROUND SCHOOL STUDY

THE DETROIT NEWS – May 21, 1970

School bells calling west Wayne voters

By NANCY ABNER
and ROBERT S. WISLER
News Metropolitan Bureau

Voters in western Wayne County will decide a spate of issues including $100-a-month salaries for Wayne Community School trustees and the fate of year-around schooling for Northville schools in balloting June 8.

All school districts will hold elections to fill school board posts. Competition ranges from heavy to light to nil.

Candidates in Inkster and Redford Union are running unopposed and are virtually assured of election.

Only one school district, South Redford, is seeking a tax increase. The board has asked a 2-mill tax hike.

Inkster is seeking a 4-mill tax renewal and approval of a $1.85 million bond issue to improve existing buildings.

The Huron School District has a minor proposition calling for transfer of $8,000 from the debt retirement fund to a building site fund.

The Livonia district is asking approval of a $1,975,000 bond issue to convert an elementary school to a junior high.

Elections in Wayne Community and Northville will be watched closely by other school districts.

Wayne board members are asking approval of $100-a-month salaries. The Northville district, in an advisory vote, is asking residents if they would support a 12-month school schedule.

Candidates and issues, by district, are:

CHERRY HILL

Cherry Hill School District voters will choose between two candidates to fill one school board vacancy.

Seeking the four-year board seat now held by Board President Joseph O'Brien are two Inkster men, Dewey H. Lacey and Ralph R. Remington.

O'Brien has been board president for eight years. The Cherry Hill School District covers portions of Inkster and Garden City.

CLARENCEVILLE

Voters will choose two trustees for four-year terms from among five candidates, all Livonia residents.

The district includes parts of Livonia, Redford Township and Farmington in Oakland County.

The candidates are incumbent Robert M. Erickson, Arthur Kopelman, Daniel E. Malone, Sauveru Be Bono and Melvin O. Kuehn. Trustee Richard Wood is not seeking reelection.

GARDEN CITY

Three candidates, including two long-time trustees, are vying for two four-year terms.

Voters will choose between board Secretary Russell D. Millar, a 12-year trustee; Gerald D. Engwis, an eight-year board member; and Mrs. Thomas Gilmore, a housewife active in PTA activities.

Garden City voters have a history of returning incumbents to office. Every member of the school board has been reelected at least once.

Also on the ballot will be a proposition asking city residents if they will approve a charter amendment changing the office of mayor from a part-time to a full-time post and upping the salary from $3,000 to $13,500.

HURON

Two school board posts and a budget transfer proposition will be on the ballot in the Huron School District.

Two incumbents — Rene Campeau and Ralph V. Dugan — are running along with four other candidates for the two four-year seats.

Other candidates are: Mrs. Irma Palmiter, of Romulus; James Pershing, of Belleville; Lincoln W. Ward II, of Belleville; and Terry Hartsuff, of New Boston.

The budget proposition calls for the transfer of $8,000 from two debt funds to the district's building site fund. The Huron School District covers most of Huron Township and portions of Sumpter Township and Ash Township in Monroe County.

INKSTER

A $1.85 million bond issue to physically upgrade school facilities, plus a 4-mill tax renewal will be up before Inkster School District voters.

Also on the ballot will be two school board candidates who are running unopposed for two vacancies.

Incumbent Charley H. Bilberry is seeking reelection for four years; William E. Clark, of Inkster, has filed for the two-year unexpired term of former Trustee Carl Ratliff.

NORTHVILLE

Voters here will choose two trustees from among three candidates and answer an advisory question dealing with year-around schooling.

Candidates for the four-year terms are incumbent Stanley Johnston, Martin Rinehart and the Rev. Timothy Johnson, assistant pastor of the First Presbyterian Church of Northville. Johnston will have the designation of "realtor" and Johnson will have the designation "minister."

The advisory question asks:

"If educational and economic advantages become evident, would you cooperate with the board of education in implementing full-year (quarterly) school sessions?"

The district is one of six in the state studying the possibility of converting to a 12-month school schedule.

A tentative plan, to begin in 1972, calls for four quarters of school. Each student would attend classes during three of the four quarters.

Supt. Raymond E. Spear said it is necessary for overwhelming approval of parents for the school district to adopt a four-quarter system.

PLYMOUTH COMMUNITY

Ten candidates are vying for two four-year board terms. Trustees John W. Moehle and Mrs. Joanne Hulce are not seeking reelection.

Candidates are James R. Brown, William S. Chamberlain, Thomas J. Fidge Jr., John E. Hanskat, Richard J. Hausman, Paul W. Huyck, George F. Lawton, Frederick M. Penar, John F. Vos III and Robert A. Wiesner.

REDFORD UNION

Incumbent James W. Payne is the only candidate for the one four-year term to be filled in the June 8 election.

ROMULUS COMMUNITY

Three candidates are in the running for two four-year terms on the Romulus Board of Education.

Incumbents Garold Hoffer and Gerald Budd along with Ronald Christensen, of Romulus, will be on the ballot for the two vacancies.

SOUTH REDFORD

Voters here will be asked to approve a 2-mil operating tax hike and choose between two candidates for a four-year term on the school board.

The candidates are Mrs. Della A. Haakana, who was elected to a one-year term last year, and Cornelius J. Clifford.

The school district now levies a 29.2-mill operating tax and a 2.8-mill debt retirement tax.

Supt. Merlin D. Roe said declining state aid and rising costs make a new tax necessary. The levy, if approved, would be for three years.

WAYNE COMMUNITY

Whether board of education members should get $100 monthly salaries is a question going before Wayne Community School District voters June 8.

At that time voters also will chose two new board members—one for a four-year post, the other to fill the unexpired term of former board Secretary Warren Spurlin.

Spurlin resigned from the board earlier this month to become the district's assistant superintendent in charge of curriculum.

Seeking to fill his remaining one year in board office are: James N. Collins, a former Nankin Mills school board member; Robert E. Reichard, a former Wayne board member; and Charles T. Griffin. The three candidates live in Westland.

Running again for a four-year term is present Board President P. R. Biebesheimer. Also seeking his post are former Wayne board member Thomas Barrett and Louis Perry, both of Westland.

If the salary proposition carries, it will take effect July 1. Four years ago the school board attempted a similar proposition, which was defeated by a 3-1 margin.

The Wayne School District covers Wayne and portions of Westland and Canton Township.

VAN BUREN

Two four-year terms and a one-year unexpired term are up for contention in the Van Buren School District.

Incumbents Charles W. Bole and Thomas Hopka are vying with newcomers James L. Sayre and Clinton A. Melvin, both Van Buren Township residents, for the four-year seat.

Three candidates are on the ballot for former board member Gerald Williams' unexpired term. They are Robert K. Archer and Chester Wojie, both of Van Buren Township, and Mrs. Dorothy Sproutt, Ypsilanti Township.

Readers Speak

Urges Vote Against Year-Round

To the Editor:

I urge you and the voters of the Northville School District to take a strong stand against MANDATORY Year-Round Schools on the June 8th Advisory Ballot. I do this after studying the question at length, reading as much about it as possible, and discussing it at length with the school administration. As you also know, I submitted a list of questions to Ray Spear, in advance, to answer at the last Amerman PTA meeting. He spoke on the subject for 45 minutes, and then skimmed over the questions with evasive and incomplete answers in 5 minutes. Following his answers I urged that the people vote NO. At the last school board meeting I asked the board to delay the vote until we had full information, and was told that if the vote was not taken now the board would be boxed in.

I do not oppose Year-Round Schools in total or because I favor the traditional school plan. I think there are many ways we can use our schools to greater advantage, and at the same time save money. However, I do not feel the present proposals accomplish these two goals.

Let's first consider the primary aspects in the current proposal. There are two summer and two winter vacation periods. Scheduling will be done as FEASIBLE to give each family and neighborhood the same vacation period. THis same vacation schedule will then be imposed for a FOUR (4) YEAR PERIOD. You will not change vacations each year. The program will apply to all students from kindergarten through high school. This will be required by the federal government before they will advance the conversion money for this model system. The curriculum will be changed to a quarter system rather than semesters which should improve quality primarily at the high school level. It will also allow the high school students to have better job opportunities as fewer will be out at any one time.

However at the lower levels few if any curriculum advantages will appear that would not be available under a quarter system run during the normal school year. It will avoid building some school buildings in the next ten years, and save the cost of them.

There are, however, some major disadvantages which have not been fully discussed. They are:

1. What will happen to the value and saleability of homes in the 50% of the total area having a winter vacation? I think the value will drop, and homes will be harder to sell. This in turn will reduce construction in the area, and reduce the need for additional schools. This will result in a LOSS rather than a savings to the people in the school district.

2. Mothers of the younger children with a winter vacation (50% of the total) are going to be hard pressed to retain their sanity keeping their children busy for three months in the winter. The doctor bills and Florida vacations could offset any savings.

3. Additional indoor recreation facilities are going to be needed to keep the children on vacation busy. The schools are going to be in session and will not be available for those on vacation. We now use those schools for the summer recreation program. The city and township will have to build the facilities and operate them. This will cost a great deal of money if we build the minimum that I feel will be demanded of an indoor pool, indoor skating rink, and gym. The increased city and township taxes could and probably will offset any savings of the schools. This has never been considered by the city council and they can raise taxes without a vote of the public while the schools must have voted approval.

4. The construction savings will be translated into bonded long term savings. This will amount to a very small reduction in additional construction millage. Remember in the last bond issue election the tax base had increased to the point that an increase in the millage rate was not necessary. This could well be the case in a substantial part of the savings projected by the school administration. You will have to pay the same or a slightly higher rate for a longer period of time. OPERATING MILLAGE FOR RECREATION IS IMMEDIATE.

5. I think the administration is dreaming if they think the teachers will not want and get at least 1/3 more money if the work 240 school days instead of 180 days. After a long review of the budget and operating expenses as well as the inflationary spiral I feel operating costs and OPERATING MILLAGE will have to go up, and will not remain the same per pupil as is projected on the Year-Round system by the administration.

Therefore, I can not see where the savings in TOTAL TAXES exists. Small savings on school construction millage and increased CITY, TOWNSHIP, AND SCHOOL OPERATING MILLAGE SIMPLY will not result in any savings to the taxpayers.

I again urge you and the voters of the Northville School district to vote NO June 8th, and tell the board we want adequate information and consideration of the TOTAL PICTURE before they make any decision on Year-Round Schools.

Sincerely yours,
R. Duane LaMoreaux
292 Ely Dr. N.
Northville
May 24, 1970

Review Year-Round School

The June 8 advisory vote asking for citizens' opinions on the feasibility of year-round school was discussed by the Jaycees at their May general meeting.

Members raised a number of questions regarding the pros and cons of the proposal and reported they were not satisfied with the information now available to the public.

Further information was seen necessary and the questions were referred to a committee for action.

The committee, with the assistance of the Jaycette auxiliary, is researching the information published in newspapers, reviewing the minutes of school board meetings and interviewing residents, they hope, to determine additional information that should be made available to the general public so they can reach a conclusion on how to vote on the proposal.

The group reports that a special meeting was held May 24 to determine the position the club would take on the issue. Sufficient doubt exists in the facts relative to the proposal, they said. The Jaycees voted to undertake a program to further research and inform the public of the matter, spokesmen said.

The Jaycees have not taken a position as to the pros and cons of the proposal to date, President Magnan said, and he anticipates further information will be gathered this week that will result in the Jaycees advising the community of their stand on year-round school.

THE NORTHVILLE RECORD

- May 27-28, 1970

3—Real Estate

Dear Addy
How can I save money on school construction under the year round schools if on the last bond issue they told me it would not raise taxes and yet the additional recreation money to support indoor winter recreation will probably increase my city and township taxes.

Questioning

Dear Questioning
VOTE NO! on advisory ballot June 8th unless you know!

Hey, Mabel -- Do you really think the teachers will work a third more on the year round school program without at least a third more salary? Do you really think that our operating cost per pupil will stay the same. VOTE NO — June 8th.

HEY CHARLIE
If my neighborhood draws one of the two winter vacation periods how much will my house decrease in value, and what's the chance of selling it! It seems I might lose more money than I'd ever gain on holding bonded millage down!

6—Household

DEAR ADDY
Northville wants to go on a year round school with my 6-8-& 10 year olds. Having their vacation inside in Nov. Dec. and Jan. or Feb. March & April, how can I avoid going crazy? —WORRIED.
DEAR WORRIED
VOTE NO on the advisory ballot June 8th.

7—Miscellany

DEAR ADDY
How can I intelligently vote on the June 8th ballot if I don't know if year round schools will (1) save me money, (2) improve education, or (3) when my children will go to school? —INFORMATION NEEDED
DEAR INFORMATION
VOTE NO on the advisory ballot June 8th unless you have the basic information needed.

DEAR ADDY
Have they really shown how year round schools will improve the quality of education in grades K-8? —NO IMPROVEMENT KNOWN.
DEAR NO IMPROVEMENT
I haven't seen anything that a 3 quarter system wouldn't give us. VOTE NO June 8th unless you know.

DEAR ADDY
If we don't get an extension of the year round school grant, will the June 8th advisory ballot be the only chance to express our views? —INFORMATION PLEASE.
DEAR INFORMATION
If the grant is not extended this could well be your only chance. VOTE NO June 8th.

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From: THE NORTHVILLE RECORD - June 4, 1970

Johnston Suits Us to a 'T'

His proven ability as a working member and a former president of the Northville Board of Education, his broad knowledge of school curriculum, operation, financing and taxation matters, and his keen interest in the education of children, earns Stanley JohnsTon our strong endorsement for re-election to the school board.

Johnston has demonstrated that he is responsive to public sentiment but firm of conviction based on fact and not emotion. He communicates his ideas and positions easily and understandably. And his experience as a former Northville teacher and now as a successful businessman provides a fine blend of credentials.

Both other candidates for election, the Reverend Timothy Johnson and Martin L. Rinehart, are well qualified and obviously interested in school matters. With the return of Johnston to the board the election of either of these inexperienced men to the second seat would maintain strength and balance.

★ ★ ★

This newspaper does not propose to tell its readers how they should vote on the ADVISORY question about year-round school appearing on Monday's ballot. However, in view of recent opposition by a few who, by their suggestive and misinterpretive questioning, would have people purposely misread the ballot question, we feel compelled to make a few comments.

Neither a "yes" nor a "no" vote will decide the fate of the year-round proposal. The vote result will not, and was not intended by the board members who drew up the question, to be a mandate. Its purpose, like the recent scientifically conducted survey, is to sample public opinion on the basis of a set of hypotheses.

Studies of the year-round school concept will not cease with a "no" vote, nor will a "yes" vote signal the board to chop off further public questioning, investigation and debate and to commit the district to a year-round school program. We, too, still have questions about the proposal and we expect them to be answered, whether Monday's vote is affirmative or negative, before the board makes its decision and before we are ready to endorse or reject such a program.

But to suggest, as some are now doing, that the school administration and the board are moving towards the year-round program without thorough study is a fallacy. Not in our memory can we recall a single issue that has received a more thorough examination, by a wider segment of the population, than the year-round concept. And yet, the studies are to go on even after Monday's ADVISORY vote.

We suggest voters read the ballot question carefully and vote on the basis of what it asks and not on what opponents say it means.

The question reads: "If educational and economic advantages become evident, would you cooperate with the Board of Education in implementing a full year (Quarterly Sessions) school program in the Northville Public Schools?"

THE NORTHVILLE RECORD - June 4, 1970

On Year Round School

Vote Samples Public Opinion

. The year-round school proposal will be put to voters in Monday's election, and school officials view the question as "an advisory vote, giving the district's 5,500 registered voters a chance to express their opinion on the concept."

Voters will be asked to cast ballots on the following question: "If education and economic advantages become evident, would you cooperate with the board of education in implementing a full year (quarterly sessions) school program in the Northville Public Schools?"

Superintendent Raymond Spear predicts the vote will be favorable, "proving the community is supportive of the concept."

Spear said he views the vote as a directive for the board to go ahead and seek further information on year-round school.

"If the voters approve the advisory question," Spear said, "they are saying 'Yes, but show me it will save money and improve education.' If there's a 'yes' vote, we will show them how."

Spear is convinced the question is being put to the voters at the right time. "The people are going to the polls to vote for candidates, and this is a ready-made opportunity for them to express their opinion."

The advisory question gives six segments of the population that have not been surveyed a chance to express their opinion, administrators say – senior citizens, the other 50-percent of parents of school children who were not surveyed, new people in the community, people without children in school, and those parents surveyed who want to change their opinion.

"The outcome of the election is not binding on the board," Spear maintained. "After the students have been scheduled for four-years, parents may want to change their minds."

Pre-scheduling of all students for a four-year period is expected to take place within the next four months. Parents will be given post cards on which they can record their opinion of the student's schedule.

In the four-quarter plan the district is studying, students would attend classes three of the quarters, vacationing the fourth quarter. Seventy-five percent of the student population would be in school at a given time.

Administrators say with the present facilities, enrollment capacity could be increased by 25-percent.

Proposed quarters are first, August 3 – October 23; second, October 28 – January 29; third, February 3 – April 28; and fourth, May 3 – July 23.

Vacation schedules would most likely rotate, administrators suggest, with the period from July 23 to August 3 free for all students.

"Regardless of the outcome of Monday's vote," Spear said, "the board of education must make its final decision on the fate of year-round school in the district no later than January, 1971, if the program is to begin in the fall of 1972.

"If no funds are provided by the state or federal government for financing the pre-scheduling and transition to year-round school," he continued, "the board may be forced to decide earlier."

Spear said the "earliest the program could be implemented is the summer-fall quarter of 1972, if the board decides in January to go ahead with the concept and if we get the funds.

"We are not trying to sell the concept to the voters," Spear emphasized. "The advisory question will give every registered voter in the district an opportunity to make his opinion of the concept known to the board."

THE NORTHVILLE RECORD - June 4, 1970

Urge 'No' On Ballot Question

To the Editor:

The ballot proposed at the June 8th Northville Public School election states: If educational and economic advantages became evident, would you cooperate with the Board of Education in IMPLEMENTING a full year (quarterly sessions) school program in the Northville Public Schools. The word MANDATORY was left off the final version, as it was confusing. Also notice the word IMPLEMENTING.

MANDATORY means that if year-round schools are adopted by the Board of Education, you will accept the scheduling of your children whether you like it or not.

IMPLEMENTING means to accomplish, fulfill, complete, or carry out. What this says to me is a "Yes" vote on the advisory ballot means you are willing to allow the Board of Education to carry out the year-round school program. We have been led by the administration to believe that a "Yes" vote solely means that you want them to continue the RESEARCH into the program.

Last week I attempted to point out that there were a number of disadvantages to the plan that had not been discussed openly in the research so far. I also pointed out that our TOTAL TAXES could and probably would increase. This does not say that there are not ways in which the year-round schools concept could solve at least part of our problems and at the same time save money.

I feel that mandatory year-round schools at the high school level only would eliminate many of the disadvantages and the additional City and Township Taxes. At the same time as our high school cost more than Moraine, Amerman, and Main Street schools put together, the greatest construction savings are in this area. The job advantages are also all at the high school level. As high school students are more independent and likely to work, fewer, if any, additional recreational facilities would be needed. In addition to this, almost all, if not all, the curriculum and educational advantages are at the high school level.

Therefore, I again strongly urge a "NO" vote on June 8th, not to tell the Board we don't want year-round schools under any circumstances, but to tell them to hold up, and consider the TOTAL PICTURE further. I certainly cannot vote to IMPLEMENT year-round schools on a K-12 basis at this time.

Sincerely yours,
R. Duane La Moreaux

★ ★ ★

To the Editor:

The Northville community is being asked to "ADVISE" the Northville School Board "IF educational and economic advantages become evident, would you cooperate with the Board of Education in implementing a full year (quarterly sessions), school program in the Northville Public Schools?"

On the surface, this question deserves a resounding "Yes" vote, however, the full impact of such an undertaking should be fully realized by all citizens when supporting this issue. Before the Board of Education makes any monumental decision in this matter, we must be fully informed and in concurrence with the program and completely satisfied the future of our children is not adversely effected by hasty decisions politically motivated. It concerns me that there is an air of extreme urgency in the implementation of Year Round School in the Northville system with a hint of being first in Michigan having a sinister undertone that does little to generate the care and logical analysis such a major undertaking demands.

The concept has my support, however, the multitude of unanswered questions require considerable investigation and thorough analysis before proceeding with a program that will find us financially and administratively unable to extract ourselves from, after committal to a four year EXPERIMENT. I have studied the press reports, School Board minutes and literature dealing with the matter and discussed the pros and cons of this issue with considerable interest. Indeed, the educational opportunities are tremendous and the efficient usage of facilities shows high promise. However, the overall cost related to the concept has not even been elementarily explained or informatively divulged to the public. It may very well result in the community holding the line on school millage, but what effect will it have on the City tax requirements when additional recreational and other city provided services must be expanded? The effect on the overall tax structure must receive a very careful analysis and be balanced so that school savings are not simply translated into higher costs on the other side of the ledger.

It should be noted that the Atlanta, Georgia Public Schools has had a successful year round program since 1968 in the Junior and Senior High Schools. Their system was developed after years of careful study and the involvement of teachers, administrators, businessmen, service groups and interested parents. They are now planning to implement the program in the Elementary schools, but only as a result of their proven experience gained in the senior grades.

The Northville program should provide answers to the following questions before any citizen can truly support Year Round School:

(1) Is the proposed Year Round School concept the best educational system for Northville...for all grades?

(2) Has an adequate school population survey been conducted to determine accurately the needs and opinions of teachers, parents and business interests?

(3) Are the present teachers and administrators of our schools in favor of Year Round school...and fully cognizant of the added responsibilities required of them to make the program work?

(4) Is there positive evidence that a cost savings will result if the Year Round program is implemented... including City taxes?

(5) Is it not obvious that City taxes will rise in order to provide the necessary additional recreational facilities for the community due the schools not being available during summer months when an all year program is in effect?

(6) Have all of the aspects that would require change in the present school system been thoroughly determined and additional costs factually determined?

(7) How much will it truly cost to operate a Year Round program as compared to the present system?

(8) Will not the school millage rate increase regardless to cover the inevitable growth requirements due to the burgeoning expansion of our population dictating new buildings, bus routes, teacher contracts and increased school recreational and vocational facilities?

I am concerned that an un-informed majority "Yes" advisory vote will be interpreted by the Board of Education as a mandate to make an immediate committment to introducing Year Round school in the fall of this year BEFORE all of the above questions and through analysis have been concluded and made available to the public so that they may have the final say in the future of their children.

I am deeply concerned that sufficient information has not been made available so that the general public can truly ADVISE the school board and cause them to proceed with

a program that has been completely developed to the satisfaction of the majority effected. I strongly urge that all residents carefully consider their advisory vote, at this time, for the proposal as it has been currently presented. A "NO" vote will not discontinue or prevent further research into this vital matter. It will, however, reflect to the school board our concern that they cautiously proceed to determine all the factors accurately BEFORE COMMITTAL to the Year Round school program.

I will cooperate, as I'm certain other residents and service groups will, in an effort to develop an ultimate school program that is in the best interests of all Northville residents and, in particular, contained within a TOTAL TAX STRUCTURE realistically including all necessary community services. At this time, however, I urge a "NO" vote as the best ADVISE the Board of Education can be given under the present circumstances until we are able to achieve a satisfactory resolution of the present confusion!

J. Cecil Morin
996 Allen Drive, Northville

THE NORTHVILLE RECORD - June 3-4, 1970

3—Real Estate

DEAR ADDY — Do you still think the saleability of my house will be effected by year round schools? —SINKING
DEAR SINKING — If you can buy one in half of Northville or in Plymouth or Livonia with a guaranteed summer vacation which would you buy? Vote NO on June 8th.

Paid Political Advertisement

DEAR ADDY
The administration now says that new people moving into your house may not have the same vacation period as the rest of the neighborhood. Will this improve the value of my house. —WORRIED
DEAR WORRIED
I can't see how! Vote NO June 8th.

Paid Political Advertisement

7—Miscellany

DEAR ADDY,
Have all the teachers been surveyed on year round schools as we were led to believe? CONCERNED.
Dear Concerned,
The teachers have not been surveyed on year-round schools and they are mad. The administration wants a one year contract this year so we can go to year-round schools next year. These two things can cause labor trouble, this year and next. It can also result in a large number of new in-experienced teachers in '71. Vote NO June 8th and then lets get all the facts without the pressure to roar ahead.

Paid Political Advertisement

DEAR ADDY,
Ray Spear is not saying that your children might not have the same vacation for four years in a row. What does this mean? PUZZLED
DEAR PUZZLED
It means your children might wind up with two vacations in a row or going four or five quarters in a row. This would really be a mess. Vote NO June 8th.

Paid Political Advertisement

DEAR ADDY
Why don't you feel the survey of parents was valid? QUESTIONING
DEAR QUESTIONING
If everything you heard about year round schools between the NORTHVILLE RECORD articles in '68 and the survey in late '69 was favorable, and you were told about the fabulous sums you would save just prior to the survey how would you answer the questions? Vote NO June 8th.

Paid Political Advertisement

THE NORTHVILLE RECORD - June 4, 1970

Meet Candidates

Candidates for the two four-year terms on the Northville board of education were asked to respond to three questions covering issues of prime importance to voters in Monday's election.

Questions were:

1. Since the final decision whether or not to implement year-round (four-quarter) school in Northville rests with the board of education, what are your views of the concept?

Here are their answers:

STANLEY J. JOHNSTON
INCUMBENT

1. If the Year-Round school concept means providing the children of Northville with an improved educational program at less cost to the taxpayer, I would favor Year-Round school. However, public reaction to the adoption of the concept will definitely play a major role in my acceptance or rejection. In any case the District will have benefited from the knowledgeability gained through the study.

MARTIN L. RINEHART

1. I have felt for sometime that the facilities owned by any school district should be utilized to the fullest including year-round use. However, year-round schooling will only work if the people of the district are willing to make it work. I would be in favor of year-round school if the following two criteria are met:

1. The planned prescheduling of students is accomplished to the satisfaction of a majority of parents.

2. The cost of converting to year-round school is funded outside of the Northville school budget.

I would like to emphasize that a majority of parents must be willing to participate in compulsory year-round schooling for me to support this concept.

****

TIMOTHY C. JOHNSON

1. The study which has been conducted on the year round school concept has produced some impressive data. I am convinced that such a concept is feasible. However, I recognize that in order for it to become a reality, community cooperation is necessary. This cooperation will be discovered by the results of the poll already taken, the advisory vote on June 8, and family reaction to the results of a trial scheduling. Another important factor is the availability of outside monies to financially convert the present system to the new one. If it can be shown to me that the year round school will save substantial costs in construction, if it will produce a minimal amount of conflicts in family schedules, if there is a good possibility for improved educational programs and approaches, if the recreational department can creatively meet the new challenge, if outside monies are available for initial conversion costs, I would tend to be in favor of it. But I know full well that there are many "ifs" that need to be answered before anyone can make an intelligent decision on it.

12-A—THE DETROIT NEWS—Tuesday, June 9, 1970

Northville says no on all-year school

News Metropolitan Bureau

The Northville School District may yet have a 12-month school program, despite voter opposition in yesterday's advisory election.

Northville, one of six school districts in the state studying the possibility of year-around schools, asked voters if they would cooperate in scheduling a full-year program.

The response: 517 "no" votes and 422 "yes." Supt. Ray Spear said he was not discouraged by the vote.

"I think the election shows that the people want more information about year-around schooling before they are ready to approve it," he said.

Spear said the district will continue following a tentative plan calling for a 12-month schedule beginning in September, 1972.

The district's study of the plan is being financed by the Michigan Department of Education.

"We should receive approval of more funds which will enable us to formulate a schedule for all of our students," Spear said.

Once all schedules are completed, Spear said, the district again will ask parents if they approve of year-around schooling. The plan calls for four school terms, with each student attending three of the four quarters.

Spear said Northville school officials are convinced a 12-month schedule can save a rapidly growing school district millions of dollars in construction costs and improve the educational program.

Parental opposition to their children's schedules could torpedo the district plans, Spear admitted.

IT TAKES MORE THAN AN IDEA

Many good ideas die from lack of interest and action. Let's not let this happen to our year-round school study.

Show your interest by taking part in the Advisory Vote on June 8.

Your approval or disapproval will help the Board of Education take action.

Your vote, coupled with the community survey we took, the trial student schedule we plan to make, and the availability of state and federal funds to convert — could have a profound affect on education in Northville — and just possibly throughout the country.

WE NEED YOUR ADVICE

PLEASE VOTE

JUNE 8th

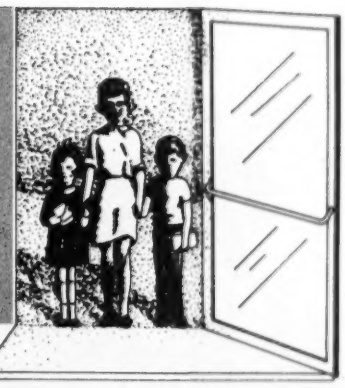
Northville Public Schools

Year-round School Study

Opening School Doors

NORTHVILLE PUBLIC SCHOOLS

Vol. 1, No. 4 Northville, Michigan May, 1970



Victory Congratulations Due Citizens

The Northville board of Education wishes to take this opportunity to congratulate the citizens of Northville for the passage of the 1970 Bond Issue. A heartfelt thanks is in order for the excellent citizen support in behalf of the children of our community.

For the record, Northville's was the only one of five bond elections held in the State in February which received voter approval.

Announce DAR Contest Winners

Five students from Cooke Junior High School won certificates of award in an essay contest sponsored by the Daughters of the American Revolution, Sarah Ann Cochrane Chapter.

The contest, commemorating American History Month, involved students from fifth through eighth grades in Novi, Plymouth and Northville area and dealt with the topic "The Declaration of Independence and its Signers."

Cooke Junior High students were awarded five of the six places given to seventh and eighth grade participants.

Cooke winners include Doug Wilkins, Donna Guard,

Continued on Page 3

Preliminary Year-Round School Study Findings

Northville's study of the Year-Round School Concept has brought six (6) suggested general conclusions

1. Operation of the Year-Round School Concept for school organization is feasible in Northville.

2. MILLIONS OF DOLLARS IN CONSTRUCTION COSTS CAN BE SAVED BY A GROWING SCHOOL DISTRICT WERE THEY TO OPERATE UNDER THE YEAR-ROUND CONCEPT.

3. The operation of a Year-Round School Program will bring about improvement in educational programs.

4. With community acceptance for dealing with inconveniences, it is possible to mandate a Year-Round School Program in Northville if proper conversion takes place.

5. AN ADVISORY VOTE AT THE JUNE 8 ANNUAL SCHOOL ELECTION WILL BE TAKEN FOR THE PURPOSE OF DETERMINING DIRECT CITIZEN RE-ACTION TO YEAR-ROUND SCHOOL OPERATION IN NORTHVILLE.

6. The Northville Public Schools should continue their STUDY of the Year-Round School Concept for the purpose of determining actual operation of a Year-Round School Program.

Year-Round Advisory Vote On June Ballot

Voters on Monday, June 8 will be asked to express their opinion on an advisory ballot question and indicate whether they would favor or oppose a Year-Round School Program in Northville.

Since June 8 is Annual School Election, registered voters will also cast their votes to fill two 4-year seats on the Board of Education.

Parents Assist Elementary Reading Program

Twenty-four mother volunteers are donating an hour or two a week to assist in the reading program at the Amerman Elementary School.

Considerable improvement in student reading skills due to our volunteer mothers' efforts will be the result of such citizen cooperation.

Mrs. Helen Knox, an interested parent, and Mrs. Ann Chizmar, reading consultant, are co-ordinating this program at Amerman.

Old and New

BAND'S NEW LOOK PARADES MAY 30. The Northville High School Band's new look, due to the generous contribution of Mr. Con Langfield, is scheduled for public viewing in the Northville Memorial Day Parade on May 30, 1970.

Sixth Grade Hamlet— 20th Century Version

Several members of the sixth grade student body are preparing to present a Shakespearean play to parents and students in the latter part of May.

The students have written their own version of Hamlet; the way it would have been done if William Shakespeare were living in the twentieth century.

Play practice is held after school from 2:30 – 4:00 on Mondays and Wednesdays.

Additional rehearsals during lunch hours have been part of the sixth grade's rigorous preparation for this forthcoming classic event.

Jr. High Band Earns 38 Medals In Schoolcraft Band Festival

Under the direction of Band Director George Berryman, 49 students of the Junior High School Band competed at Schoolcraft College in the "Solo and Ensemble Festival" on February 14, 1970.

Students performed individually and in groups of four or less before an audience and a judge who evaluated all aspects of their playing. Over 35 other junior high schools competed.

Medals were awarded by the Michigan School Band and Orchestra Association.

Our students won a total of 38 medals.

On March 14, fifty-five of our band students participated as one group in the Michigan School Band and Orchestra Association's "Band Festival" held in Saline, Michigan and were given a "one" rating.

PTA Carnival Part of New Fair

Northville's five PTA's have agreed through their Coordinating Council to discontinue the Annual May PTA Carnival.

The PTA's will participate in the future with all other community groups in the newly organized Northville Fair.

THE FAIR IS SCHEDULED FOR AUGUST 6, 7, 8 and 9, AND WILL BE HELD AT NORTHVILLE DOWNS.

The PTA's will still need help and will be calling in the near future to let you know what they need.

Fifth Grade Lansing Visit Climaxes Classroom Study

As part of the Michigan Week celebration and a climax to their studies of the State of Michigan, fifth grade students of Main Street School will visit the State Capitol on Wednesday, May 20.

The social studies curriculum for the fifth grade centers around the history and geography of our State. The visit to Lansing will give the children an opportunity to see "history in action."

The day's activities will include a tour of the Capitol and a chance to meet their State legislators. Additional tours of the campus at Michigan State University and other places of interest in Lansing are also planned.

For schedule of other fifth grade students' visits, see calendar of Coming Events, on page 3.

Vol. 101, No. 4, 24 Pages, Two Sections • Northville, Michigan – Thursday, June 11, 1970

'Year-Round' Goes Down; Johnston, Johnson Win

Incumbent Stanley Johnston and the Reverend Timothy Johnson won four-year posts on the board of education in Monday's election, while the advisory vote on year-round school was defeated by a margin of 96 votes, 422 'yes' to 518 'no'.

Martin Rinehart, candidate for the board, trailed Reverend Johnson by 97 votes, capturing 460 of the votes cast.

It was a lighter turnout at the polls than expected, with only 17.1 percent of the districts 5,545 registered voters going to the polls.

A total of 951 ballots were cast, including 21 spoiled ballots for candidates, eight of which included no vote at all.

Superintendent Raymond Spear said after the advisory vote was announced, "I'm disappointed. I was hopeful of more support than we received.

"To have received more support would have been in our favor in receiving financial support for further study and transition," he continued.

Trustees Johnston and Dr. Orlo Robinson said they felt the lack of support showed voters lacked knowledge of the entire concept.

"When the people know more about the concept, then they will say 'go ahead'," Dr. Robinson said.

Trustee Eugene Cook said he saw the vote as "a mandate to continue studying the concept. The people are saying they want more information."

Trustee Glenn Diebert was pleased by the margin of the vote. "The narrow margin is a positive factor."

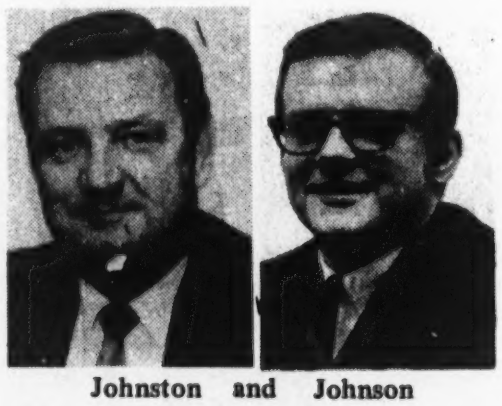
Study of the year-round concept will continue, administrators said, with all students scheduled this summer for the next four years. Parents will then be surveyed via post cards on their views of the concept, taking into consideration the student's schedule.

A total of 45.9 percent of the voters were in favor of the concept, 55.1 percent opposed. Eleven ballots were spoiled.

In balloting for candidates, Johnston captured 73-percent of the votes, Reverend Johnson, 60-percent, and Rinehart, 50-percent.

Of voters casting ballots for only one candidate, Johnston received 11-percent, Reverend Johnson, 7.7-percent, and Rinehart, nine-percent.

The two four-year terms run through June 30, 1974.



Johnston and Johnson

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

December, 1968

Six Year Growth Analysis By Grade Level

In the preparation of any analysis it is necessary to make certain assumptions as a base decision for your projections. We have made three major assumptions in the preparation of our charts:

1. The currently developed area of our School District will produce 200 new Kindergarten students each year.

2. Forty students will enter our 9th. grade each year from Non-public 8th. grades.

3. Twenty of our Kindergarten students per year will enter a Non-public 1st. grade.

NOTE: None of our projections provide for any new developments in our School District that are not now known to be in the planning stage. However, we are sure there will be additional developments completed prior to 1973-74.

144
149

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

PENDING HOUSING DEVELOPMENTS

December 4, 1968

1) Thompson-Brown - Taft South of Eight Mile 60 single - Fall 1968 - Sept 1970 - 16 mo. = 4 per mo. x 1.50 students	2) Thompson-Brown-North of Eight Mile - Taft 100 single - models winter 69-70 - complete Fall - 1971 - 18 mo. = 6 per mo. x 1.50 students per unit - 18 units - 69-70 school year - Balance 1970-71 school year
3) Thompson-Brown - North of Eight Mile (Taft) 141 multiples - start Spring 69 - completion Fall - 1972 - 30 per mo. x 141 units = 4.5 per mo. x .60 students per unit 70 complete 1970-71 school year 70 complete 1971-72 school year	4) Thompson-Brown - SS Six Mile - 343 singles completion - 80 per year 1969-73 x 1.50 students per unit 80 - 9/69 - 6/70 80 - 6/70 - 6/71 -- 80 - 6/71 - 6/72 103 - 6/72 - 6/73
5) Thompson-Brown - North Side Six Mile 91 singles - begin Fall 1971 - completion 18 mo. x 1.5 students per unit 91 complete 1972-73 school year	6) Thompson-Brown - North of Six Mile at Bradner - 477 multiples - begin late 1971 completion Sept 1974 x .60 students per unit - 150 complete 72-73 school year 150 complete 73-74 school year 177 complete 1974-75 school year
7) Slatkins-Center-Nine Mile - 202 singles begin Spring 1969 - complete 50 homes per year - 180 multiples (2 br) start Spring 1970 - 20 mos. - complete Fall 1971 50 complete 1969-70 - 50 complete 1970-71 50 complete 1971-72 - 50 complete 1972-73 90 complete 1970-71 - multiples 90 complete 1971-72 - multiples	8) Dolson & OGG - 57 single units - 25 complete by Sept. 1969 - 32 completed by June 1970
9) Fred Greenspan - Five Mile & Bradner 275 Singles - 60 completed Sept 1969 45 completed 9/69 - 6/70 85 completed 7/1/70 - 7/1/71 85 completed 7/1/71 - 7/1/72	* 10) Max Sheldon - Ten Mile - Taft 550 singles and multiples - Begin construction depending on development of Nine Mile-Taft Assumed 200 singles 300 multiples - expect Fall 1970 100 complete 9/70 - 9/71 200 complete 9/71 - 9/72 150 complete 9/72 - 9/73 100 complete 9/73 - 9/74

* Pending Approval

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan
Total Student Population Projections K-12
December - 1968

Student Population Sources	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75
	2,741		2,918	3,634	4,228	4,586	4,864	
16) Kings Mill (270)	(16)	115	139					
8) Novi (86)		28	58					
9) Five & Bradner (412)		52	105	128	127			
13) Randolph & Eight (32)			32					
11) Seven & Beck (45)			22	23				
15) Connemara-Private (44)			22	22				
1) Taft, South of Eight (90)			72	18				
2) Taft, North of Eight (150)			27	123				
14) Connemara-Contractor (128)			30	60	38			
4) South Six (515)			120	120	120	155		
7) Nine & Center (408)			75	129	129	75		
3) Taft, North of Eight (84)				42	42			
5) North Six (137)						137		
6) North Six (286)						90	90	
Total estimated new students enrolling based on approved projects		195	702	665	456	457	90	
Total student estimated enrollment during school year based on present housing approved projects	2,741	2,918	3,634	4,228	4,586	4,864	4,712	
Student Population Source - Proposed Projects - Pending Approval								
18) Bradner & Franklin South (180)			30	75	75			
12) Seven & Northville (1,148)				574	574			
19) Taft, Nine East (663)				75	375	213		
20) Taft, & Nine West (780)				75	375	198	132	
10) Ten & Taft (528)				96	192	144	96	
17) Bradner & Franklin North (38)					38			
21) Six Mile NW of Haggerty				30	75	75	75	
Total estimated new students enrolling based on proposed projects			30	925	1,704	630	303	
Total estimated enrollment-present housing projects-approved and proposed.		2,918	3,664	5,181	7,180	7,803	7,706	

11) McNeely - Seven Mile - Beck - 30 single units - begin Spring 1969
15 completed 6/69 - 6/70
15 completed 6/70 - 6/71

12) Levitt & Son - Seven Mile - Northville
325 single units and 1,100 multiples in occupancy 1970-71 school year

(For error purposes split 1970-71 -1971-72)

13) Gordon Land Co. - Randolph and Eight Mile
52 units - construction Spring 1969
completion Fall - 1969

14) Stewart Olford & Sons - Connemara Hills
20 completed 9/69 - 6/70
40 completed 6/70 - 6/71
25 completed 6/71 - 6/72

15) Connemara - 30 private lots - 3 under construction - all complete
15 - 9/69 - 9/70
15 - 9/70 - 9/71

16) Kings Mills - Northville Road - 450 multiples under construction - now completed - 160 - Balance of 290 to be completed prior to 9/69

*17) Michigan Commercial Contractors, SW Corner Bradner & Franklin - 62 multiple units - 2-3 bedrooms

Plans Holding pending N.T. approval - will complete within 6 mo. after approval - anticipate 1971-72

*18) Smokler-Development - SW Bradner & Franklin between Five and Six Mile Roads
300 multiples - 50 complete by 9-70
125 complete 9/70 - 9/71
125 complete 9/71 - 9/72

*19) Marc-Alan - Nine Mile - Taft East
370 singles - 180 multiples - Holding - expect to begin Fall 1969 -
S-50 complete 9/69 - 6/70
S-250 complete 6/70 - 6/71
M-80 complete 6/71 - 6/72

*20) Marc-Alan - Nine Mile-Taft North
approximately 670 units - assume 420 singles 250 multiples - begin Spring 1971
S-50 complete 1/71 - 9/71
S-250 complete 9/71 - 6/72
S-250 complete 6/72 - 6/73
S-250 complete 6/73 - 6/74

*21) Slavik - Six Mile N/S W. of Haggerty (Pending) - 67 acres - 500 multiples
1 & 2 bedrooms - anticipate start Fall 1970
Complete 50 units 9-70 - 6-71
Complete 150 units 6/71 - 6/72
Complete 150 units 6/72 - 6/73
Complete 150 units 6/73 - 6/74

* Pending Approval

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

RATIONALE FOR TOTAL ENROLLMENT PROJECTIONS
Based on approved projects only

December - 1968

STUDENTS	SCHOOL YEAR 68-69	69-70	70-71	71-72	72-73	73-74
Total - June Previous School Year	2,746	2,918	3,634	4,228	4,586	4,864
Minus June Graduates	256	206	291	318	399	462
	2,490	2,712	3,343	3,910	4,187	4,402
Plus Incoming Kindergarten	213	200	200	200	200	200
	2,703	2,912	3,543	4,110	4,387	4,602
Plus Non-public 9th Grade	40	40	40	40	40	40
	2,743	2,952	3,583	4,150	4,427	4,642
Minus 1st. Grade to Non-public	20	20	20	20	20	20
Total-September Estimate	2,723	2,932	3,563	4,230	4,407	4,622
Plus Enrollment During School Year Due to New Construction	195	702	665	456	457	90
Estimated Enrollment During Year	2,918	3,634	4,228	4,586	4,864	4,712

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

RATIONALE FOR TOTAL ENROLLMENT PROJECTIONS
Based on all known approved and pending projects

December 4, 1968

STUDENTS	SCHOOL YEAR 68-69	69-70	70-71	71-72	72-73	73-74
Total - June Previous School Year	2,746	2,918	3,664	5,181	7,180	7,803
Minus June Graduates	256	206	293	381	584	710
	2,490	2,712	3,371	4,800	6,596	7,093
Plus Incoming Kindergarten	213	200	200	200	200	200
	2,703	2,912	3,571	5,000	6,796	7,293
Plus Non-public 9th Grade	40	40	40	40	40	40
	2,743	2,952	3,611	5,040	6,836	7,333
Minus 1st Grade to Non-public	20	20	20	20	20	20
Total-September Estimate	2,723	2,932	3,591	5,020	6,816	7,313
Plus Enrollment During School Year Due to New Construction	195	732	1,590	2,160	1,087	393
Estimated Enrollment During Year	2,918	3,664	5,181	7,180	7,803	7,706

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

ENROLLMENT PROJECTION BY GRADE
BASED ON TOTAL ENROLLMENT PROJECTION OF APPROVED PROJECTS ONLY

DECEMBER, 1969

GRADE	SCHOOL YEAR						
	Enrollment Nov. 30,'68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
K	208	228	255	252	236	236	207
1	180	175	259	283	265	249	223
2	213	233	229	310	318	300	256
3	202	210	287	280	345	353	307
4	228	239	264	338	315	380	360
5	228	229	293	315	373	350	387
Total Elementary	1,259	1,314	1,587	1,778	1,852	1,868	1,740
6	202	208	283	344	350	408	357
7	211	210	263	335	380	386	415
8	251	245	265	315	370	416	393
Total Junior High	664	663	811	994	1,100	1,210	1,165
9	233	261	343	360	393	448	463
10	218	221	318	397	397	430	455
11	234	245	274	369	432	432	437
12	196	206	291	318	399	462	438
Total Senior High	881	933	1,226	1,444	1,621	1,772	1,793
Special Education	7	8	10	12	13	14	14
GRAND TOTAL	2,811	2,918	3,634	4,228	4,586	4,864	4,712

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

ENROLLMENT PROJECTION BY GRADE
Based on Total Enrollment Projection of All Known Approved and Pending Projects

December - 1968

GRADE	SCHOOL YEAR						
	Enrollment Nov. 30,1968	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
K	208	228	257	324	368	285	231
1	180	175	261	352	460	427	293
2	213	233	232	384	519	544	457
3	202	210	289	354	550	603	574
4	228	239	266	410	520	634	633
5	228	229	295	387	575	603	664
Total Elementary	1,259	1,314	1,600	2,211	2,992	3,096	2,852
6	202	208	285	416	552	660	633
7	211	210	266	412	586	637	691
8	251	245	267	391	580	670	668
Total Junior High	664	663	818	1,219	1,718	1,967	1,992
9	233	261	345	439	611	708	743
10	218	221	321	475	616	600	740
11	234	245	277	442	639	699	630
12	196	206	293	381	584	710	725
Total Senior High	881	933	1,236	1,737	2,450	2,719	2,838
Special Education	7	8	10	14	20	23	24
GRAND TOTAL	2,811	2,918	3,664	5,181	7,180	7,803	7,706

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

December 1968

Basis of Growth Analysis By Grade Level

	1968-69 Enrollment	Percentage	1967-68 Enrollment	Percentage	1966-67 Enrollment	Percentage	Average Percentage
K	208	7.41	181	6.79	227	9.01	7.79
1	180	6.42	218	8.18	178	7.07	7.23
2	213	7.60	195	7.31	209	8.30	7.73
3	202	7.20	224	8.40	189	7.51	7.70
4	228	8.13	214	8.03	176	6.99	7.71
5	228	8.13	193	7.24	190	7.55	7.64
6	202	7.20	195	7.31	212	8.42	7.64
7	211	7.52	231	8.66	187	7.43	7.86
8	251	8.95	199	7.46	175	6.95	7.77
9	233	8.30	205	7.70	227	9.01	8.32
10	218	7.77	230	8.63	206	8.18	8.18
11	234	8.34	193	7.24	*183	7.27	7.60
12	196	6.99	*180	6.75	*151	5.99	6.56
Spec. Ed.	0	0	7	0.26	7	0.28	0.27
TOTAL	2,804	99.96	2,665	99.96	2,517	99.96	100.00

* Corrected Total (Less Tuition Students)

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

Anticipated Growth From New Developments
Based on approved projects only

1968-69	195	1969-70	702	1970-71	665		
1971-72	456	1972-73	457	1973-74	90	1974-75	106

By applying our percentage these students will be distributed as follows:

Grade	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
Kindergarten	15	55	52	36	36	7	8
1	14	51	48	33	33	7	8
2	15	54	51	35	35	7	8
3	15	54	51	35	35	7	8
4	15	54	51	35	35	7	8
5	15	54	51	35	35	7	8
6	15	54	51	35	35	7	8
7	15	55	52	36	36	7	9
8	15	55	52	35	36	7	8
9	16	58	55	38	38	7	9
10	16	57	54	37	37	7	9
11	15	53	51	35	35	7	8
12	13	46	44	30	30	6	7
Special Ed.	1	2	2	1	1	0	0
TOTAL	195	702	665	456	457	90	106
Elementary	89	322	304	209	209	42	48
Junior High	45	164	155	106	107	21	25
Senior High	60	214	204	140	140	27	33
Special Ed.	1	2	2	1	1	0	0

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

ANTICIPATED GROWTH FROM NEW DEVELOPMENTS
Based on all known approved and pending projects

December 3, 1968

1968-69	195	1969-70	732	1970-71	1,590		
1971-72	2,160	1972-73	1,087	1973-74	393	1974-75	106

By applying our percentage these students will be distributed as follows:

Grade	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
Kindergarten	15	57	124	168	85	31	8
1	14	53	115	156	79	28	8
2	15	57	123	167	84	30	8
3	15	56	122	166	84	30	8
4	15	56	123	166	84	30	8
5	15	56	121	165	83	30	8
6	15	56	121	165	83	30	8
7	15	58	125	170	85	31	9
8	15	57	125	168	84	31	8
9	16	60	132	180	90	33	9
10	16	60	130	177	89	32	9
11	15	56	121	164	83	30	8
12	13	48	104	142	71	26	7
Special Education	1	2	4	6	3	1	0
TOTAL	195	732	1,590	2,160	1,087	393	106
Elementary	89	335	728	988	499	179	48
Junior High	45	171	371	503	252	92	25
Senior High	60	224	487	663	333	122	33
Special Education	1	2	4	6	3	1	0

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

TEACHING STAFF NEEDS BASED ON ENROLLMENT PROJECTIONS
Approved Projects Only

December - 1968

T = Teachers

TPR = Teacher-Pupil Ratio of 25 to 28

GRADE	SCHOOL YEAR													
	Enrollment Nov. 30, 1968		1968-69		1969-70		1970-71		1971-72		1972-73		1973-74	
	T	TPR	T	TPR	T	TPR	T	TPR	T	TPR	T	TPR	T	TPR
KDG.	4 1/2	23.1	4 1/2	25.3	5	25.5	5	25.2	5	23.6	5	23.6	4 1/2	23
1	8	22.4	8	21.7	10	25.9	11	25.8	11	24.1	10	24.9	9	24.7
2	9	23.6	9	25.8	9	25.4	12	25.5	12	26.6	12	25.0	10	25.6
3	8	25.2	8	26.2	11	26.1	11	25.5	13	26.7	14	25.3	12	25.7
4	9	25.3	9	26.5	10	26.4	13	26.0	12	26.3	14	27.2	13	27.9
5	9	25.3	9	25.4	11	26.7	12	26.3	14	26.9	13	26.12	14	27.9
Total Elem.	47 1/2	24.1	47 1/2	25.1	56	26.	64	25.7	67	25.7	68	25.4	62 1/2	25.8
Total Jr. Hi	27 3/5	29.9	27 3/5	29.9	35	28.	42 3/5	28.	47	28.	51 4/5	28.	50	28.
Jr. Hi Support	3 2/5		3 2/5		4 2/5		4 2/5		5		5 2/5		5 2/5	
Total Sr. Hi	39 2/5	27.0	39 2/5	28.7	52 2/5	28.	61 4/5	28.	69 2/5	28.	75 4/5	28.	76 4/5	28.
Sr. Hi Support	4 3/5		4 3/5		6 1/5		7		7 2/5		8		8	
Elem. Spec. Service	14		14		9 1/2		11 1/2		17 1/2		17 1/2		18	
TOTAL STAFF	136 1/2		136 1/2		164		191 4/5		213 2/5		226 3/5		220 3/5	

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

TEACHING STAFF NEEDS BASED ON ENROLLMENT PROJECTIONS
Approved Projects Only

December - 1968

T = Teachers

TPR = Teacher-Pupil ratio of 25 to 30

GRADE	SCHOOL YEAR													
	Enrollment Nov. 30,1968		1968-69		1969-70		1970-71		1971-72		1972-73		1973-74	
	T	TPR	T	TPR	T	TPR	T	TPR	T	TPR	T	TPR	T	TPR
KDG.	4 1/2	25.3	4 1/2	25.3	5	25.5	5	25.2	5	23.6	5	23.6	4 1/2	23.
1	8	22.4	8	21.7	10	25.9	11	25.8	10	26.5	9	27.6	8	27.7
2	9	23.6	9	25.8	8	28.5	11	28.2	11	29.0	11	27.3	9	28.4
3	8	25.2	8	26.2	10	28.7	10	28.	12	27.1	13	27.2	11	28.0
4	9	25.3	9	26.5	9	29.3	12	28.2	11	28.7	13	29.3	12	30.0
5	9	25.3	9	25.4	10	29.3	11	28.7	13	28.9	12	29.2	13	30.0
Total Elem.	47 1/2	24.1	47 1/2	25.1	52	27.8	60	27.3	62	27.3	63	27.3	57 1/2	27.8
Total Jr. Hi	27 3/5	29.9	27 3/5	29.9	32 2/5	30.	39 4/5	30.	44	30.	48 3/5	30.	46 3/5	30.
Jr. Hi Support	3 3/5		3 3/5		4 2/5		4 2/5		5		5 2/5		5 2/5	
Total Sr. Hi	39 2/5	27.0	39 2/5	28.7	49	30.	57 4/5	30.	64 4/5	30.	70 4/5	30.	71 3/5	30.
Sr. Hi Support	4 3/5		4 3/5		6 1/5		7		7 2/5		8		8	
Elem. Spec. Service	14		14		9 1/2		11 1/2		17 1/2		17 1/2		18	
TOTAL STAFF	136 1/2		136 1/2		153 1/2		180 1/2		200 4/5		213 2/5		207	

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

TEACHING STAFF NEEDS BASED ON ENROLLMENT PROJECTIONS
OF ALL KNOWN APPROVED AND PENDING PROJECTS

December - 1968

T = Teachers

TPR = Teacher-Pupil ratio of 25 to 28

GRADE	SCHOOL YEAR													
	Enrollment Nov. 30, 1968		1968-69		1969-70		1970-71		1971-72		1972-73		1973-74	
	T	TPR	T	TPR	T	TPR	T	TPR	T	TPR	T	TPR	T	TPR
KDG	4 1/2	23.1	4 1/2	25.3	5	25.7	6	27.9	7	26.3	5 1/2	25.9	4 1/2	25.7
1	8	22.4	8	21.7	10	26.1	13	27.1	17	27.1	16	26.7	11	26.6
2	9	23.6	9	25.8	9	25.8	14	27.4	19	27.3	20	27.2	17	26.9
3	8	25.2	8	26.2	11	26.2	13	27.1	20	27.5	22	27.4	21	27.3
4	9	25.3	9	26.5	10	26.6	15	27.3	20	26.9	24	26.4	24	26.3
5	9	25.3	9	25.4	11	26.8	14	27.6	21	27.3	22	27.4	24	27.6
Total Elem.	47 1/2	24.1	47 1/2	25.1	56	26.2	75	27.4	104	27.0	109 1/2	26.8	101 1/2	26.
Total Jr. Hi	27 3/5	29.9	27 3/5	29.9	35	28.	52 3/5	28.	73 4/5	28.	84 1/5	28.	85 2/5	28.
Jr. Hi Support	3 2/5		3 2/5		4 2/5		6 1/2		9 1/2		10		10	
Total Sr. Hi.	39 2/5	27.0	39 2/5	28.7	52 2/5	28.	74 2/5	28.	105	28.	116 1/2	28.	121 2/5	28.
Sr. Hi Support	4 3/5		4 3/5		7 1/5		12 2/5		18		18 3/5		19	
Elem Spec. Service	14		14		9 1/2		13		20		22		22	
TOTAL STAFF	136 1/2		136 1/2		165		233 2/5		330 2/5		360 4/5		359 2/5	

150
.155

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

TEACHING STAFF NEEDS BASED ON ENROLLMENT PROJECTIONS
OF ALL KNOWN APPROVED AND PENDING PROJECTS

December - 1968

T = Teachers

TPR = Teacher-Pupil ratio of 25 to 30

GRADE	SCHOOL YEAR													
	Enrollment Nov. 30, 1968		1968-69		1969-70		1970-71		1971-72		1972-73		1973-74	
	T	TPR	T	TPR	T	TPR	T	TPR	T	TPR	T	TPR	T	TPR
KDG	4 1/2	23.1	4 1/2	25.3	5	25.7	6	27.9	7	26.3	5 1/2	25.9	4 1/2	25.7
1	8	22.4	8	21.7	10	26.1	13	27.1	17	27.1	16	26.7	11	26.6
2	9	23.6	9	25.8	8	29.0	13	29.5	18	28.8	19	28.6	16	28.5
3	8	25.2	8	26.2	10	28.9	12	29.5	19	28.9	21	28.7	20	28.8
4	9	25.3	9	26.5	9	29.5	14	29.2	18	28.8	22	28.8	22	28.8
5	9	25.3	9	25.4	10	29.5	13	29.7	20	28.7	20	30.1	22	30.1
Total Elem.	47 1/2	24.1	47 1/2	25.1	52	28.1	71	28.8	99	28.1	103 1/2	28.1	95 1/2	28.0
Total Jr. Hi	27 3/5	29.9	27 3/5	29.9	32 2/5	30.	48 3/5	30.	66 3/5	30.	78 3/5	30.	79 3/5	30.
Jr. Hi Support	3 3/5		3 3/5		4 2/5		6 1/2		9 1/2		10		10	
Total Sr. Hi	37 2/5	27.0	39 2/5	28.7	49	30.	69 2/5	30.	98	30.	108 4/5	30.	113 1/2	30.
Sr. Hi Support	4 3/5		4 3/5		7 1/5		12 2/5		18		18 3/5		19	
Elem. Spec. Service	14		14		9 1/2		13		20		22		22	
TOTAL STAFF	136 1/2		136 1/2		154 1/2		221		313		341 1/2		339 3/5	

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

BASIS FOR ESTABLISHING SUPPORT STAFF AND SPECIAL SERVICES

December - 1968

Jr. High Support Staff -
- 1 Counselor for each 350 students
- 1 Librarian for each 600 students
- 1 Assistant Principal for each 700 students

Sr. High Support Staff -
- 1 Counselor for each 350 students
- 1 Librarian for each 600 students

Special Services Staff -
- 1 Instrumental Music Teacher for each 1,250 students
- 1 Special Education Teacher for each 2,500 students
- 1 Speech Correctionist for each 1,250 students
- 1 Elementary Art Teacher for each 3 schools
- 1 Elementary Music Teacher for each 3 schools
- 1 Elementary Phys. Ed. Teacher for each 3 schools
- 1 Elementary Librarian for each 3 schools
- 1 Elementary Remedial Reading Teacher for each 3 schools
- 1 Social Worker for each 2,500 students
- 1 Psychologist for each 5,000 students

JUNIOR HIGH SUPPORT STAFF PROJECTION BASED ON APPROVED PROJECTS

	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Counselors	1 3/5	2 2/5	2 2/5	3	3	3
Librarian	1	1	1	1	1 2/5	1 2/5
Assistant Principal	3/5	1	1	1	1	1
TOTAL	3 3/5	4 2/5	4 2/5	5	5 2/5	5 2/5

SENIOR HIGH SUPPORT STAFF PROJECTION BASED ON APPROVED PROJECTS

	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Counselors	2 2/5	3 2/5	3 4/5	4 1/5	5	5
Librarian	1	1	1 2/5	1 2/5	1 1/5	1 1/5
Instrumental Music	4/5	4/5	4/5	4/5	4/5	4/5
Vocational Education	2/5	1	1	1	1	1
TOTAL	4 3/5	6 1/5	7	7 2/5	8	8

SPECIAL SERVICES STAFF BASED ON APPROVED PROJECTS

	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Instrumental Music	0	0	1	1	1	1
Special Education	0	0	1	1	1	1
Social Worker	1	1	1	2	2	2
Psychologist	3/5	1/2	1/2	1/2	1/2	1
Speech	2	2	2	3	3	3
Art	2	1	1	2	2	2
Music	2	1	1	2	2	2
Phys. Education	0	1	1	2	2	2
Librarian	3	1	1	2	2	2
Remedial Reading	3	2	2	2	2	2
TOTAL	13 3/5	9 1/2	11 1/2	17 1/2	17 1/2	18

1969

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

BASIS FOR ESTABLISHING SUPPORT STAFF AND SPECIAL SERVICES

December - 1968

Jr. High Support Staff - 1 Counselor for each 350 students
1 Librarian for each 600 students
1 Assistant Principal for each 700 students

Sr. High Support Staff - 1 Counselor for each 350 students
1 Librarian for each 600 students

Special Services Staff
1 Instrumental Music Teacher for each 1,250 students
1 Special Education Teacher for each 2,500 students
1 Speech Correctionist for each 1,250 students
1 Elementary Art Teacher for each 3 schools
1 Elementary Music Teacher for each 3 schools
1 Elementary Physical Ed. Teacher for each 3 schools
1 Elementary Librarian for each 3 schools
1 Elementary Remedial Reading Teacher for each 3 schools
1 Social Worker for each 2,500 students
1 Psychologist for each 5,000 students

JUNIOR HIGH SUPPORT STAFF PROJECTION BASED ON APPROVED AND PENDING PROJECTS

	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Counselors	1 3/5	2 2/5	3 1/2	5	5 1/2	5 1/2
Librarian	1	1	2	2 1/2	2 1/2	2 1/2
Assistant Principal	3/5	1	1	2	2	2
TOTAL	3 3/5	4 2/5	6 1/2	9 1/2	10	10

SENIOR HIGH SUPPORT STAFF PROJECTION BASED ON APPROVED AND PENDING PROJECTS

	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Counselors	2 2/5	3 2/5	5	7	7 3/5	8
Librarian	1	2	2 2/5	4	4	4
Instrumental Music	4/5	4/5	3	5	5	5
Vocational Education	2/5	1	2	2	2	2
TOTAL	4 3/5	7 1/5	12 2/5	18	18 3/5	19

SPECIAL SERVICES STAFF BASED ON APPROVED AND PENDING PROJECTS

	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Instrumental Music (See High School)	0	0	0	0	0	0
Special Education	0	0	1	2	3	3
Social Worker	1	1	1	2	3	3
Psychologist	3/5	1/2	1	1	1	1
Speech	2	2	4	5	5	5
Art	2	1	1	2	2	2
Music	2	1	1	2	2	2
Physical Education	0	1	1	2	2	2
Librarian	3	1	1	2	2	2
Remedial Reading	3	2	2	2	2	2
TOTAL	13 3/5	9 1/2	13	20	22	22

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

CLASSROOM NEEDS BASED ON ENROLLMENT AND TEACHER PROJECTION

December - 1968

LEVEL	CLASSROOMS CURRENTLY AVAILABLE	CLASSROOM NEEDS BASED ON APPROVED PROJECTS SCHOOL YEAR 1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Elementary	55	48	56	64	67	68	63
Old Jr. High	14*						
Junior High	26	26	31	38	42	46	46
Senior High	35	37	47	55	62	67	67
TOTAL	130	111	134	157	171	181	176

Available Elementary Classrooms include:

17 at Amerman School
17 at Moraine School
21 at Main Street School*
14 at Old Junior High School
27 at Junior High School
35 at High School

* Considered as classroom for Jr. High Program

NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

CLASSROOM NEEDS BASED ON ENROLLMENT AND TEACHER PROJECTION

December - 1968

LEVEL	CLASSROOMS CURRENTLY AVAILABLE	CLASSROOM NEEDS BASED ON APPROVED AND PENDING PROJECTS SCHOOL YEAR					
		1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Elementary	55	48	56	75	104	110	102
Old Jr. High	14*						
Junior High	26	26	31	35	52	61	61
Senior High	35	37	47	65	90	98	102
TOTAL	130	111	134	175	246	269	265

Available Elementary Classrooms include:

17 at Amerman School
17 at Moraine School
21 at Main Street School*
14 at Old Junior High School
27 at Junior High School
35 at High School

* Considered as classroom for Junior High Program

ABOUT THE WORKSHOP . . . .

The Northville Public Schools extend a most cordial welcome to the participants of this Year-Round School Study Workshop.

As an interested person in the Year-Round School Concept, you are well aware of the many unanswered questions relating to its total effectiveness and the necessary ingredients for efficient operation.

Northville has spent over two years studying and analyzing the various parts of the Concept, and we still have some unanswered questions.

It is our sincere hope that this Workshop provides you with answers to some of your questions and, at the same time, provides us with possible answers to the question of "student transfer" into or out of a Year-Round School Program.

May your day be beneficial, pleasant and enjoyable.

Sincerely,

Raymond E. Spear
Superintendent

WORKSHOP AGENDA

Saturday, April 25, 1970

9:00 - 9:30 A.M. Registration & Coffee –
High School

9:30 - 10:30 A.M. . . . . General Session
High School Auditorium

Welcome and Introductions
Robert Benson
Personnel Relations

YRS–Northville
Raymond E. Spear
Superintendent

YRS–Curriculum
Miss F. Panattoni
Curriculum Coordinator

YRS–Finance
Earl T. Busard
Business Manager

10:30 - 12:00 . . . . . Workshop

12:00 Noon . . . . . Lunch – Smorgasbord
Program–Northville Junior and Senior High School Music Departmer

1:30 - 3:00 P.M. . . . . Workshop

3:00 - 4:00 P.M. . . . . General Session
Summary

LOCATION:

Workshop will be held at the Northville High School, corner of Center Street and 8 Mile Road in Northville.

REGISTRATION FEE:

There is a $3.00 fee per person for the workshop. This fee includes the noon meal and a summary of events mailed to each district upon completion of the workshop.

Year Round School

WORKSHOP

Saturday April 25, 1970

Sponsored By

Northville Public Schools

Northville, Michigan

Northville Public Schools Year-Round School Workshop
April 25, 1970

Dear Workshop Participant:

I would like to take this opportunity to express the sincere appreciation of the Board, Staff, Students and Parents of our community for the time and interest that you reflected in attending our Year-Round School Workshop on April 25, 1970.

We feel that our objectives for establishing this Workshop were fully met and hope that you left here with as much satisfaction as we gained from conducting this Workshop.

Needless to say, together we identified several problems for which we must all now attempt to find solutions.

I am sure that our joint interest in the Year-Round School Concept for school operation will bring about the crossing of our paths in the future. Until that time, may success be yours.

Thank you for spending the day with us and making it a success.

Sincerely,

Raymond E. Spear
Superintendent

YEAR ROUND SCHOOL

WORKSHOP

April 25, 1970

8:30 A.M.	Meeting of Resource Persons, Workshop Session Chairmen and Recorders
9:00 A.M.	Registration and Coffee - Auditorium Lobby
9:30 A.M.	General Session - Auditorium

Introductions:

Robert Benson, Personnel Relations

Welcome:

Richard Martin
Northville Board of Education

William Schunck
Wayne County Intermediate School District

James O'Neil
Michigan State Board of Education

Year-Round School -- Northville
Raymond E. Spear, Superintendent

Year-Round School -- Curriculum
Miss Florence Panattoni, Curriculum Coordinator

Year-Round School -- Finance
Earl T. Busard, Business Manager

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1:30 P.M. — Year-Round School Workshop II

Groups report to same Rooms as Assigned in A.M.

2:30 P.M. — Year-Round School Status Reports - Auditorium

State Department of Education - Robert Sternberg
Ann Arbor - Ivan Bare, Dir. Grants
Freeland - Robert O. Young, Supt.
Haslett/Okemos - Richard Escott, Supt. Haslett

Utica - George Glinke, Adm. Asst.

3:30 P.M. — Summary Reports of Workshop Session

Group I - Fred Holdsworth
Group II - J. Ronald Horwath
Group III - Milton Jacobi
Group IV - William Craft
Group V - Donald VanIngen

4:00 P.M. (Optional) — Status Reports of other Districts - Follow Up

Ann Arbor	-	Auxiliary D	Room 52
Freeland	-	Auxiliary C	Room 30
Haslett	-	Auxiliary D	Room 51
Okemos	-	Auxiliary C	Room 31
Utica	-	Auxiliary C	Room 32

10:30 A.M. — Year-Round School Workshop I

Group I Auxiliary C Room 30	F. Holdsworth, H.S. Principal - Chairman R. O. Young, Supt., Freeland - Resource
Group II Auxiliary C Room 31	R. Horwath, J.H. Principal - Chairman Dr. Ken Olsen, Supt., Okemos - Resource
Group III Auxiliary C Room 32	M. Jacobi, El. Principal - Chairman George Glinke, Adm. Asst., Utica - Resource
Group IV Auxiliary D Room 51	W. Craft, El. Principal - Chairman R. Escott, Supt., Haslett - Resource
Group V Auxiliary D Room 52	D. VanIngen, El. Principal - Chairman I. Bare, Dir. Grant Prog., Ann Arbor - Resource

11:30 A.M. — Year-Round School Triangle

Auxiliary C	Raymond E. Spear Groups I and II
Auxiliary C Room 32	Florence Panattoni Group III
Auxiliary D	Earl T. Busard Groups IV and V

12:00 — Lunch - Cafeteria
Smorgasbord

Noon Tune - Host - Robert Williams

Junior High Choir
Harriett Page
High School Choir
Karen Lowe

SUGGESTED FOUR-QUARTER SCHOOL YEAR

1st Quarter: August 3 to October 23
2nd Quarter: October 28 to January 29
3rd Quarter: February 3 to April 28
4th Quarter: May 3 to July 23

All students would be required to attend three of the four quarters. To work efficiently and save anticipated building costs, an equal or nearly equal number of students must attend each quarter. One fourth of the student body would be on vacation during each quarter. All students would receive a Christmas and Easter vacation. They would also receive a ten day vacation along with the teachers, between the fourth and first quarters, July 23 to August 2. There would be two day vacation periods between each quarter.

YEAR-ROUND SCHOOL WORKSHOP
April 25, 1970

The following is a composite list of questions derived from all five (5) sections.

Each of the five (5) groups in the morning session were charged with the responsibility to record problems they could conceive would be a consequence of student transfer in and out of a four quarter Year-Round School.

YEAR-ROUND SCHOOL WORKSHOP
April 25, 1970

HOW CAN WE PLACE A CHILD IN HIS PROPER EDUCATIONAL CURRICULUM? HOW WILL THIS BE DETERMINED?

HOW CAN WE OVERCOME VACATION CONFLICTS (CHILD MAY MISS 9 - 12 MONTHS IN ORDER TO GET IN PROPER VACATION PERIOD)?

HOW CAN WE ACCOMPLISH TEACHER AND STUDENT ADJUSTMENT? CAN THE TEACHER DETERMINE WHERE THE STUDENT SHOULD BE FROM AN EDUCATIONAL STANDPOINT?

WILL OTHER AREAS SUCH AS NORTHERN MICHIGAN AGREE TO CHANGE THEIR WORK SCHEDULES? INDUSTRY?

HOW CAN WE ACCOMPLISH COMPLETE UNDERSTANDING FOR ALL INVOLVED?

WILL THE QUALITY OF EDUCATION BE CHANGED IN THE CONVERSION TO THE YEAR-ROUND SCHOOL OPERATION?

WHO WILL DECIDE WHERE A CHILD BELONGS AND COMPUTE CREDITS FOR COURSES TAKEN?

MAY A CHILD MAKE UP COURSES MISSED BECAUSE OF TRANSFER? (OR COURSES OFFERED AT ONE TIME)

WHAT HAPPENS TO CHILDREN IN OUR ATHLETIC PROGRAMS? WILL NEW PROGRAMS BE PROVIDED?

HOW CAN A LARGE FAMILY OF 5 OR MORE ACCOMPLISH COORDINATED VACATIONS?

HOW WILL ADMINISTRATION WORK WITH THE CHILD WHO MOVES INTO THE GEOGRAPHICAL LOCATION?

WHAT CAN WE DO REGARDING PEER GROUP RELATIONSHIPS?

HOW WILL ADMINISTRATION WORK WITH CLASS SIZE?

CAN A TEACHER GET TO KNOW A CHILD IN A 12 WEEK PERIOD?

IF A CHILD FAILS OR IS TRANSFERRED, CAN HE ATTEND ANOTHER SESSION?

WILL COLLEGES BE ABLE TO COORDINATE THEIR PROGRAMS AND PLANS TO MEET THE NEEDS OF THE YEAR-ROUND SCHOOL PROGRAM?

WILL SMALL DISTRICTS BE ABLE TO CHANGE THEIR PROGRAMS TO OFFER ADEQUATE CLASSES?

WILL CHILDREN FROM OTHER DISTRICTS BE ABLE TO ATTEND COURSES IN A YEAR-ROUND SCHOOL DISTRICT?

THE TRANSFER OF STUDENTS IS HEAVIEST IN SUMMER, HOW WILL THIS AFFECT US?

WHAT CAN WE DO WITH A STUDENT WHO WANTS TWO SEMESTERS OFF IN A ROW? - SUMMER JOBS

HOW DO WE HANDLE MIDDLE SCHOOL TO JUNIOR HIGH?

WHAT ABOUT THE CLASSES NOT OFFERED?

YEAR-ROUND SCHOOL QUESTIONS CONTINUED.....

AREN'T THERE MORE PROBLEMS IN ELEMENTARY THAN SECONDARY?

CAN COLLEGES HANDLE THE QUADRIMESTER PLAN?

WON'T WE REQUIRE MORE COUNSELING IN ORDER TO BECOME MORE AWARE OF STUDENTS NEEDS?

HOW CAN WE BETTER ESTABLISH COMMUNICATION BETWEEN SCHOOL DISTRICTS REGARDING STUDENT TRANSFERS?

EQUATING OF CREDITS?

CAN WE HAVE EARLY COLLEGE ENTRANCE FOR STUDENT WHO WISHES TO ATTEND SCHOOL ALL FOUR SEMESTERS?

WHAT CAN WE DO ABOUT SPECIAL EDUCATION PROGRAMS? HANDICAPPED, ETC?

WHAT EFFECT WILL TEACHER TRANSFERS HAVE ON THE PROGRAM? - NUMBER OF QUARTERS TEACHERS WANT TO TEACH?

HOW WILL THIS AFFECT THE RECRUITMENT OF TEACHERS?

HOW WOULD IT AFFECT DROP-OUTS?

WHAT PROBLEMS WILL WE CONFRONT WITH PARENTS WHO BOTH WORK?

HOW WILL THE GRADING SYSTEM WORK WITH THE QUADRIMESTER PLAN?

YEAR-ROUND SCHOOL WORKSHOP
April 25, 1970

Attached find each groups summary indicating problem and possible solutions.

In the Afternoon, problems developed in the A.M. were assigned, and each group explored possible solutions.

YEAR-ROUND SCHOOL WORKSHOP

April 27, 1970

GROUP #I CHAIRMAN - F. Holdsworth RESOURCE - R. O. Young

WILL CHILDREN FROM OTHER DISTRICTS BE ABLE TO ATTEND COURSES IN A YEAR-ROUND SCHOOL DISTRICT?

1. Yes. If three to five local school districts adopted the Year-Round School plan it might solve problems relative to inter-change of students for some courses offered.
2. Tuition fees may be paid for students who go to school in another District, (Freeland students attending Saginaw pay a fee).
3. Another plan brought out was that no inter-change of money would be needed between neighboring school districts if legislation could be arranged between them to provide for inter-change of students. This would then be a paper transaction.
4. If a student failed a subject it might be possible for him to make up this subject in a neighboring school by paying tuition.
5. It was stated that Freeland shares in a Special Education Program with two other school districts.
6. The discussion as to wheather a student from another district would be accepted into the Northville system (or any other system) would be based upon the following:
   a. Counselor's decision as to needs of student.
   b. Classroom space availability.
   c. Tuition or fees.
7. By enrolling students from another district into non-sequential courses, they can fit into curriculum - planning better.
8. Offering more non-sequential courses may create more incentive for the students in curriculum planning.

HOW WILL ADMINISTRATION WORK WITH THE CHILD WHO MOVES INTO THE GEOGRAPHICAL LOCATION?

1. Placement tests may be required to determine where a student should be placed. (Math, Science, etc.)
2. Conflicting school systems may have an effect upon people wishing to move into the district. Most parents investigate the school system they may tend to move elsewhere, where they can readily admit their children. This situation may tend to balance out in all districts however.
3. Registration of students in each semester will be based upon geographical location to bring about balanced enrollment in each semester.
4. Enrollment of students from each geographical area should be oriented to family needs and vacation plans.
5. Another advantage of geographical enrollment is the adaptability to bus schedules.

THE TRANSFER OF STUDENTS IS HEAVIEST IN SUMMER, HOW WILL THIS AFFECT US?

1. If a student is transfered into a quadrimester system in September he may be told that he must wait until the next quarter. This may lead to an increase of high school drop-outs. If a student is required to wait a lengthy period of time he may not return to school for many reasons (he may have a job or he may lose interest).
2. No problems are anticipated for those students who transfer from a small high school with limited curriculum into a larger high school with a greater curriculum variety.
3. The Year-Round School could promote more individualized study.
4. A Year-Round School system may promote greater flexibility in Vocational Education.

YEAR-ROUND SCHOOL WORKSHOP

April 25, 1970

GROUP #II CHAIRMAN - R. HORWATH RESOURCE - DR. OLSEN

HOW WILL ADMINISTRATION WORK WITH CLASS SIZE?

1. Secondary level basically high school and referred to the problem of not only can, but shall we offer courses in which the enrollment we have is enrollment of 5 - 8 - 10 students.
2. Consensus, emphatic - YES.
3. Next - through departments with decisions made on use of department resources. Ideally, if we had conversion money there might not be a problem, question arose where would money come from. In our particular school district we would like to think that we can give, would use conversion money to program all our students for the first four years and by this time the growth our student population would eliminate the problem.
4. It must be done on a Superintendent basis in Secondary level (high school) with decision made on use of department resources.
5. Elementary problem must be met with combined classes or more money (conversion) to support them until numbers make it up.

AREN'T THERE MORE PROBLEMS IN ELEMENTARY THAN SECONDARY?

1. Yes. Traditionally elementary schools have had self contained classrooms. I understand thinking behind this is that children of this age need security of a single teacher. Maybe even more important than this is that make up of the elementary teacher. The fact that she works only with 25-30 students she becomes more oriented to child than study matter. With the constant shuffling of teachers since they will have the opportunity of work 1, 2, 3, or 4 quarters may lead to much frustration and anxiety in these young children.
2. Self-contained classrooms with one teacher provided security for most younger students. Change of teachers during school year could create many problems. Also more difficulty in placing children in elementary buildings. Frustration builds up in children.

WHAT PROBLEMS WILL WE CONFRONT WITH PARENTS WHO BOTH WORK?

1. Baby sitters from high school students who will be off would help with elementary children.

YEAR-ROUND SCHOOL WORKSHOP

April 25, 1970

GROUP #III CHAIRMAN - M. JACOBI RESOURCE - GEORGE GLINKE

WILL OTHER AREAS SUCH AS NORTHERN MICHIGAN AGREE TO CHANGE THEIR WORK SCHEDULES?

1. Northern Michigan in past years wanted Southern Michigan schools to change schedules so they could get student help for tourist, farm and seasonal work.
2. We now have more population centers and these centers have new needs, such as over crowding.
3. With snowmobile - they may tend to go for year-round activities in Northern Michigan.
4. Most desirable for industry - they can't schedule all vacations between June and August - helps answer questions for industry.
5. Northern School systems will need to have a chance to change and get ready for Year-Round School in the large cities.
6. If whole state goes to Year-Round it will work out fine as an Administrative solution.
7. We currently have a highly mobile society.

Mr. George Glinke:
1. There are advantages to time children are out of school.
2. Why not - if they want tourist money - they will adjust (Northern Michigan Schools).
3. One plan is not superior for all school districts.

WILL THE QUALITY OF EDUCATION BE CHANGED IN THE CONVERSION TO THE YEAR-ROUND SCHOOL OPERATION?

1. Fact or absence of Year-Round School will not affect it in its current status. Curriculum is what will change education - what is taught - what teachers knowhow taught.
2. What we do with what we have will make the difference.
3. The progressive districts will continually move along with new ideas for teaching. IMPORTANT - Key points; teachers and planning.
4. Quality - defined (means different things to different people and communities.)
5. Flexibility - this system lends itself to it.
   - it will allow a great deal of experimentation.
   and - individualization of instruction.

Mr. George Glinke:
1. The Year-Round School tool by which the lock step system can be re-organized.
2. A large sweeping movement is under way in the U.S.
3. Quality - it will improve education
   - there are good programs in existence
   - 180 days - 180 days - manipulate schedule (restructure for Year-Round School) children would still only go 180 days.
   - a restructuring of the curriculum with Year-Round program will be a must.

Individual child - More accountable for child's education.
- Forces us to make curriculum revision to meet individual needs.

Curriculum improvement, we should talk in (common man's) language for public can

GROUP #III continued.....

understand.
- Tell specifically what is taking place, e.g. (what is taught in vocational classes)
- Explain to senior citizens who don't understand these new ideas.

Quality education - (The committee defined the term as) education which maintains enthusiam in education throughout his life (childs).

WHAT EFFECT WILL TEACHER TRANSFERS HAVE ON THE PROGRAM? NUMBER OF QUARTERS TEACHERS WANT TO TEACH?

1. It may lower morale.
2. Make more jobs available.
3. Men - extra three months of employment
   Women - time to travel, study, take care of family.
4. Offers an opportunity for a greater selection of teachers.
5. Effects current teaching staff - Negotiations - working condition, etc.
6. More flexibility - more for their individual needs and differences of teachers.
7. More attractive for some men - because of more pay and 12 month work period.
8. What about teachers who work for a whole year??? Do they get a pension and a third?
9. Effect on tenure teachers - sabbatical leaves - does offer them a break from teaching.
10. Building to building - problems of management for negotiable items and grievances - what about seniority?

1671

168

YEAR-ROUND SCHOOL WORKSHOP

April 25, 1970

GROUP #IV CHAIRMAN - W. CRAFT RESOURSE - R. ESCOTT

HOW WOULD INITIATING THE QUADRIMESTER CONCEPT OF YEAR-ROUND SCHOOL OPERATION AFFECT THE DROP-OUR RATE?

1. By starting children in Kindergarten four times a year, rather than once a year the chances of early successare greatly enhanced thus, even at this young age, children develop a positive view of school which is desirable.

2. It was our feeling that perhaps there would be more remedial services available earlier, reducing chance of drop-out later.

3. We felt that with four quarters the opportunity would be available for youngsters to take a reduced class load where the academic pressures were shown to be too great.

4. We felt, that in some cases, where it was necessary for a youngster to work part time that he would be able to take a reduced class load and still graduate with his class rather than becoming discouraged and becoming a drop-out.

5. There would be a need for increased counseling services.

6. There would be a need for greater directed community services the year round than now presently available. This might entail a change in the role of some teachers and their direct participation.

7. There would possibly be a forced change in the curriculum making some cources more condensed and interesting and strengthening them.

8. The entire course offering would possibly have to become more flexible.

YEAR-ROUND SCHOOL WORKSHOP

April 25, 1970

GROUP #V CHAIRMAN - D. VANINGEN RESOURCE - I. BARE

WHAT ABOUT CLASSES NOT OFFERED DURING THE TIME A STUDENT IS IN ATTENDANCE?

1. Offer some classes in independent study.
2. Local Community College might offer some classes.
3. A nearby high school might be able to let the student take the class at their school - reciprocate.
4. Might attend a quarter and take just one class.
5. Programmed learning.
6. Meet with the teachers a couple of times a week for help and the rest of the time work on own.
7. Wait until a time when the course is offered again.

HOW CAN WE BETTER ESTABLISH COMMUNICATIONS BETWEEN SCHOOL DISTRICTS REGARDING STUDENT TRANSFER?

1. Pre-address cards so leaving student can give to receiving school district.
2. Secretary should communicate with parents when they know a child is leaving a school. Try to find where child will be attending school.
3. Send records as soon as possible.
4. If major problems arises get on the phone and call sending district.
5. Might have to enlarge our testing program.
6. Make sure records are up-to-date.
7. Counseling staff at secondary level might need to be enlarged.

WHAT DO YOU DO ABOUT SPECIAL EDUCATION PROGRAMS WHEN CERTAIN DISTRICTS HAVE TO SEND CHILDREN TO ANOTHER DISTRICT?

1. Sending and receiving districts will have to work together.
2. Special Education children might have to be on special schedule, schedule of receiving district.
3. Usually in this type of class the teacher takes the child where he/she is and works from there.

YEAR-ROUND SCHOOL WORKSHOP PARTICIPANTS

April 25, 1970

ANN ARBOR PUBLIC SCHOOLS
Ivan Bare, Director of Grant Programs

BANGOR TOWNSHIP SCHOOL DISTRICT
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Douglas B. Eaton, Assistant Superintendent

CENTRAL MONTCALM PUBLIC SCHOOL
Jacob F. Helms, Principal
A. Delbert Tucker, Community School Director
Freddie Keson, C. M. E. A. President

DEPARTMENT OF EDUCATION
Robert Sternberg, Consultant

DETROIT PUBLIC SCHOOLS
Robert S. Lankton, Director of Research Department

FLINT COMMUNITY SCHOOLS
Robert Revis, Consultant in Research
Kenneth Green, Director of Pupil Personnel

FREELAND COMMUNITY SCHOOLS
R. O. Young, Superintendent

GARDEN CITY PUBLIC SCHOOLS
Ronald L. Wyszynski, Administrative Assistant

GRAND HAVEN AREA PUBLIC SCHOOLS
Walter W. Bright, Assistant Superintendent

HARPER CREEK COMMUNITY SCHOOLS
Mr. & Mrs. Percy Fruin, Members of Citizens Advisory Comm.
Mr. & Mrs. Merle Jackson, Sub-Committee on Year-Round School
Ernest E. Robinson, Chairman - Citizens Advisory Comm.
Mrs. Waive Westfield, Curriculum Coordinator
Mrs. Beatrice Forward, Elementary Principal
Glen Walter, Junior High Principal
Richard Shook, Board of Education
Carl C. Gawart, Superintendent of Schools

HASLETT PUBLIC SCHOOLS
Richard Escott, Superintendent

LANSING SCHOOL DISTRICT
Dr. David Schulert, Director of Curriculum

LIVONIA PUBLIC SCHOOLS
Paul E. Johnson, Deputy Superintendent

OKEMOS PUBLIC SCHOOLS
Dr. Kenneth Olsen, Superintendent

PETOSKEY PUBLIC SCHOOLS
Oliver Aho, Administrative Assistant

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William E. Stirton, Member - Board of Education
John M. Hoben, Assistant Superintendent
Carl V. Taylor, Principal
Wilma C. Barnes, Citizen - Member of School Committee

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Mrs. Lois Schneider

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James O'Neil

THORNAPPLE KELLOGG SCHOOL
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Rex Schad, Board Member

UNIVERSITY OF MICHIGAN
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UNIVERSITY OF MICHIGAN BUREAU OF SCHOOL SERVICES
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WAYNE COMMUNITY SCHOOL DISTRICT
Thomas A. Blacklock, Assistant Superintendent
James Linderman, Coordinator, State & Federal Programs
Walter E. Henke, Director of Secondary Education

WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT
William Shunck, Superintendent

WHERE TO BEGIN

By Raymond E. Spear

SUPERINTENDENT
NORTHVILLE PUBLIC SCHOOLS
NORTHVILLE, MICHIGAN

In the Fall of 1967 the Northville Board of Education inquired of its newly appointed Superintendent: "Where are we and where are we going?"

A complete evaluation of the School District and Community revealed one basic and significant factor: The Northville Public Schools are growing, and the pace of growth will increase to an almost unbelievable rate in the future.

The knowledge of this fact established the need for total educational planning to reasonably meet the needs of a rapidly growing community.

The undertaking of a Year-Round School Study must be preceded with a clearly defined need to be met and an established vehicle for reaching the desired goal.

The first step in meeting the needs of Northville was taken by the Board of Education on December 11, 1967, when it adopted the following resolution:

WHEREAS: The Northville Board of Education wishes to provide the best possible educational program for the children of the District; and,

WHEREAS: The Northville Board of Education wishes to provide a program which is most effective, efficient and economical; and,

WHEREAS: The Northville Public Schools School District is sitting on the fringe of a potential large expansion program; and,

WHEREAS: The Northville Board of Education wishes to be prepared to meet the District's present and future needs; and,

WHEREAS: The "Year-Round School" approach to the organization of a school district may provide a sound approach to meeting district needs; and,

WHEREAS: Both parents and teachers are interested in assisting the Board of Education in establishing and providing a sound Instructional Program;

NOW THEREFORE BE IT RESOLVED: That the Northville Board of Education, in cooperation with the Administration and the Teaching Staff and Citizens of this Community, undertake a thorough study of the feasibility of adopting the Year-Round School Program;

FURTHER: That this study encompass a thorough evaluation of all available information and research on the Year-Round School, the areas of the present Instructional Program which would be affected by a change to the Year-Round School approach, the development of the necessary steps to be taken in a transition to this program, and a thorough cost analysis of the operation of a Year-Round School versus that of our program, both present and future.

Major questions which should be answered prior to making a decision as to the desirability of program change are as follows:

1. What does research say about the Year-Round School? (Analysis)
2. How many Year-Round School Concepts are there and what are they?
3. Where are there programs operating under the Year-Round School Program? What can they tell us?
4. Where are there some schools who operated under such a program but have discontinued it? Why and what do they say about it?
5. Which Year-Round School Concept would be best for the Northville Public Schools? Why?
6. How much would it cost to operate under a Year-Round Program? As compared to the Traditional Program?
   a. Pupil Enrollment and Staff Needs
   b. Facility Needs
7. What aspects of our present program would require changing? Can they realistically be changed and how?
8. What procedure should be followed, including timetable, if we moved to the Year-Round School?
9. What is the community's attitude toward the Year-Round School?

The complete involvement of the staff and community is most desirable in undertaking a study of the Year-Round School Concept.

Committee goals and structure should be:

A. Steering Committee
   1. To interpret Board charges.
   2. Establish subcommittees.
   3. Coordinate subcommittees.
   4. Evaluate subcommittee reports and make recommendations to the Board of Education.
   5. Committee to consist of:
      a. President of Board of Education
      b. Superintendent of Schools
      c. Principal
      d. Teacher
      e. Chairman of each Subcommittee

B. Research Subcommittee
   1. Collect and evaluate all available data and research.
   2. Communicate with districts who are utilizing or have utilized the Year-Round School Program.
   3. Provide data/research needed by other subcommittees.
   4. Committee to consist of:
      a. Two Principals
      b. Five Teachers
      c. Five Citizens

C. Concept and Implementation Subcommittee
   1. Evaluate the various concepts of the Year-Round School and recommend the most desirable concept for Northville.
   2. Develop suggested procedure for transition to Year-Round Program.

3. Evaluate areas of the present curriculum which would be affected by a change to the Year-Round School.
4. Recommend necessary action and/or direction resulting from the evaluation of the effect of the Year-Round School on our present program.
5. Committee to consist of:
   a. Two Board Members
   b. Two Principals
   c. Five Teachers
   d. Six Citizens

D. Pupils, Facilities, Staff and Finances Subcommittee
1. Study District needs covering all areas under this committee as they relate to the operation of our present program.
2. Study District needs covering all areas under this committee as they relate to the operation of the Year-Round School.
3. Submit recommendations regarding facility, staff and financial needs of the District for a 10-year period as needed for our present program and for a Year-Round School Program.
4. Committee to consist of:
   a. Two Board Members
   b. Two Principals
   c. Business Manager
   d. Five Teachers
   e. Five Citizens

E. Survey and Publicity Subcommittee
1. Conduct, tabulate and interpret a community attitude survey.
2. Work with all subcommittees in developing recommendations for a publicity program during the term of this study.
3. Carry through a publicity program.
4. Committee to consist of:
   a. Two Board Members
   b. One Principal
   c. Three Teachers
   d. Ten Citizens

The President of the Board of Education and the Superintendent of Schools should be considered as ex-officio members of all subcommittees.

It is recommended that a time schedule be established following the formation of your Year-Round School study Committee. Said calendar should culminate with a final report and recommendation to the Board of Education, who holds the responsibility as being the "voice" of the community regarding the Yes or No of Year-Round School.

NORTHVILLE BOARD OF EDUCATION

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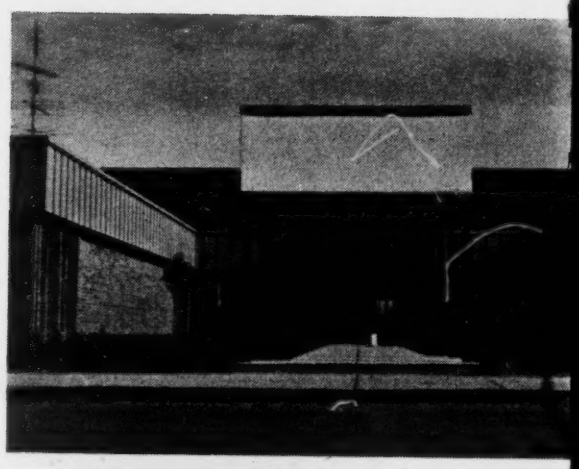
James Kipfer. Trustee
Orlo Robinson, M.D., Trustee

ADMINISTRATION

Raymond E. Spear, Superintendent
Florence Panattoni, Curriculum Coordinator
Earl T. Busard, Business Manager

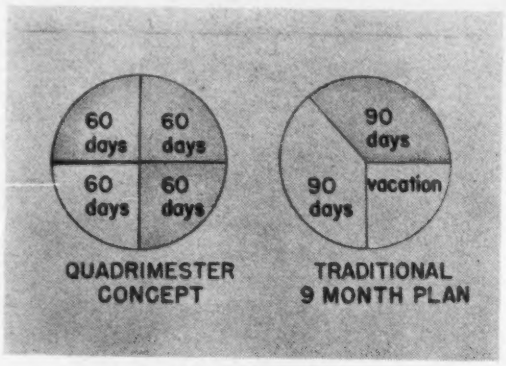
WHY A STUDY?

As one of the ways to solve the problem of increasing enrollments and the need for additional classrooms, your Board of Education initiated a study of year-round school operation, two years ago. A study committee of local citizens and school administrators was formed; and with financial assistance from the state, a study was conducted. This study indicated that a four-quarter plan of year-round operation would be most feasible for Northville.



4 QUARTER PLAN

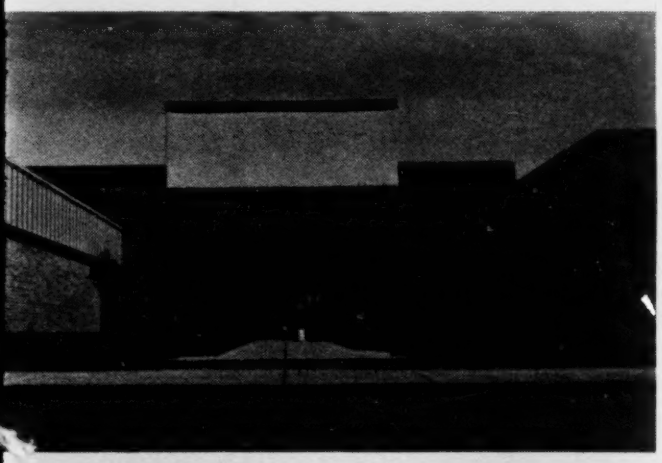
The school year would be divided into four equal quarters of approximately 60 days each. Students would attend three of the four quarters. One fourth of the students would be on vacation each quarter. This plan would expand the capacity of our schools by one third.

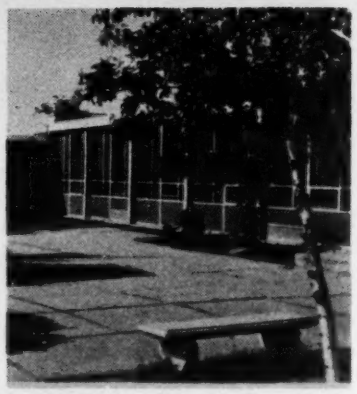


ADVANTAGES TO STUDENTS

The year-round school plan could offer many advantages to Northville students.

1. Revisions in the curriculum necessary to adjust to the four-quarter plan could result in stronger, better planned, more interesting and more flexible courses.
2. A greater variety of courses to choose from.
3. Better opportunity to enter college of student's choice.
4. Better chance for part-time work during vacation.
5. Greater employment opportunities upon graduation.
6. Easier to obtain remedial assistance.
7. Possibility of accelerating student's education.

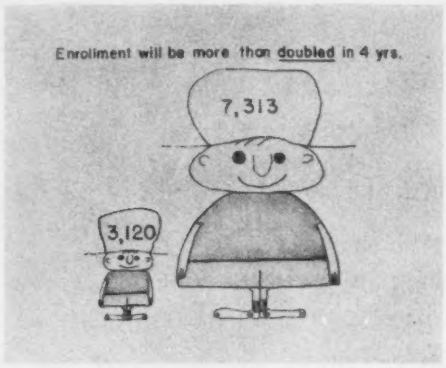




ADVANTAGES TO TAXPAYERS

Adoption of year-round schools would result in substantial savings in the construction of new schools.

Enrollment projections indicate our student population will double in the next few years.



During the same period, total savings on school construction could exceed $7½ million. This figure could ultimately expand to over $30 million.

Annual cost of operating the schools should remain approximately the same per pupil under this plan as it would under the traditional two semester plan.

CHIEF DRAWBACKS

Balanced against its obvious advantages of affording more educational opportunities and saving money, year-round schools has one major drawback – many families would have to make adjustments in their usual vacation routine. Adoption of this plan would require that student vacations be staggered throughout the year. Each quarter of the year would be vacation time for one fourth of our students. This would require some families to change their vacation patterns from a summer at the cottage or beach to a new recreational pursuit or a different vacation area. It would also require an evaluation of the community's recreation program and the probablility of a completely new designed program.

Where Do We Go From Here?

With completion of our study we will have established the basic facts. Our purpose at this time is to make these facts known to you.

The Study Committee has made no recommendation either for adoption or rejection of the year-round school plan. The desires of the community will be weighed carefully by the Board of Education before any decision is reached. To determine community attitudes, a survey will be taken of a random sampling of parents of school age children in January.

To help answer any questions you may have concerning the four-quarter plan of operating schools on a year-round basis, school administrators and members of the study committee have made available a filmstrip presentation. At the request of any group of residents, this presentation will be shown and questions answered.

To schedule this presentation, or to obtain further information, please call The Superintendent of Schools office at 349-3400.

176

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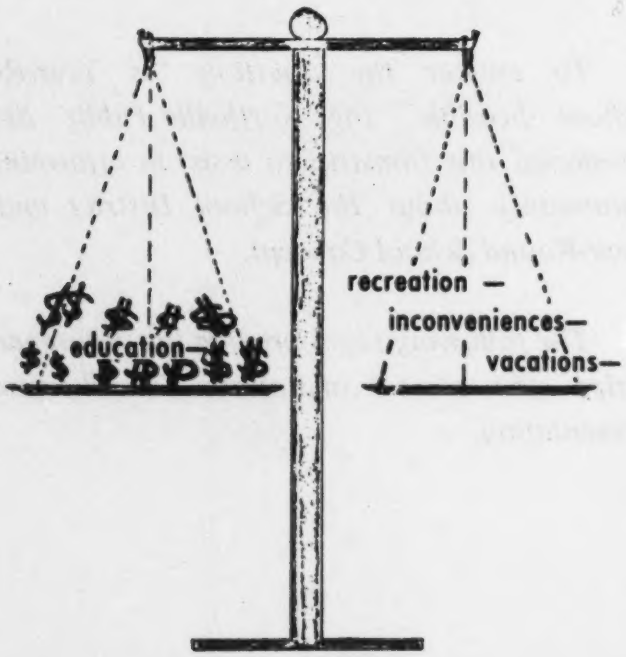
FILMSTRIP

YEAR-ROUND SCHOOL



IS IT FEASIBLE?

NORTHVILLE PUBLIC SCHOOLS

NORTHVILLE, MICHIGAN

To answer the question "Is Year-Round School Feasible" the Northville Public Schools developed this filmstrip to assist in informing the community about the School District and the Year-Round School Concept.

The following pages provide the accompanying script for the Year-Round School filmstrip presentation.

NORTHVILLE FILMSTRIP PRESENTATION SCRIPT

TITLE SLIDES (1 & 2)

– 1 – This feasibility study has been a cooperative project of parents, teachers, administrators and Board members and has been financed through a grant from the State of Michigan. – 2 – Our slide presentation is an informational effort, on the part of the study committee, to pass on their findings to members of the community. It is not intended to "sell" the adoption of year-round school.

LITTLE GIRL (3)
KIDS (4)

– 3 – Kids are the only reason why we have schools and why we constantly seek ways to improve them so they will do a better job of educating your youngsters. – 4 –

FARM (5)
INDUSTRY (6)
FORD PLANT (7)
VACANT CLASS-ROOM (8)

The present two-semester system under which our schools operate, with their long period of idleness in the summer, is the result of an agricultural – 5 – society's need for the assistance of young people during the summer harvest. – 6 – As we changed to an urban, – 7 – industrial society, summer closing of the schools continued and classrooms – 8 – stand vacant for 10 weeks of the year.

POWER SHOVEL (9)
HIGH SCHOOL (10)
JR. HIGH (11)

Habit and tradition have conditioned us to accept this, while most of the reasons which led to its adoption changed. – 9 – The biggest change has taken place in the rapid growth of our community and in the – 10 – demand for better, more extensive education which requires complex, – 11 – well equipped schools.

FARM (12)
HOME BLDG. (13)
HOME (14 & 15)
HOME (16 & 17)
ROAD (18)
CITY HOME (19)
DOWNTOWN (20)

The area covered by the Northville School System (encompassing 32 sq. miles) has undergone rapid change in the past few years. – 12 – Large stretches of farm land that once housed a single family are now being subdivided – 13 – into dozens of homes. – 14 – 15 – And because Northville IS an attractive community with fine, – 16 – well-kept homes, – 17 – a scenic – 18 – beauty in its rustic countryside, and friendliness and – 19 – charm in its tree-lined streets - along with the – 20 – small-town atmosphere of its business district - it does attract new families as a truly good place to live.

ENROLLMENT CHART (21)

– 21 – It is attracting them in such numbers that our projections indicate we can expect our student population to more than double in the next four years.

MAIN (22)
AMERMAN (23)
MORAINE (24)
COOKE ANNEX (25)
COOKE JR. HIGH (26)
HIGH SCHOOL (27)
CHILDREN ELEM. (28)
BD. OF ED. BLDG. (29)

– 22 – Our present schools, such as Main St. Elementary and our two newer elementaries, – 23 – Amerman and – 24 – Moraine, and – 25 – Cooke Annex that is presently housing our sixth graders, – 26 – our new and modern Cooke Junior High School, as well as our attractive and – 27 – functional High School - are all excellent facilities – but they are full. Additions are necessary to house the students – 28 – that live here now, but more than that, some provision must be made for our future growth.

STUDY COMMITTEE (30)

– 29 – Being aware of the needs of a rapidly growing community, your Board of Education recognized two years ago that to adequately provide for this growth, without overburdening the taxpayers with huge construction programs and at the same time provide for our expanding educational needs, - a better method of utilizing our school buildings had to be found. – 30 – With this in mind, they set up a special study committee composed of interested citizens in the community, assisted by teachers and school administrators, to examine the feasibility of operating our schools on a year-round basis.

MORAINE (31)

This committee began meeting in January of 1968. The goals set by the School Board, sought to find out if our school facilities – 31 – could be used more efficiently

JR. HIGH (32)
CLASSROOM (33)
BUS LOADING (34)

so taxpayers money could be saved on school building construction, –32– while at the same time improving our educational programs –33– to keep pace with our changing needs. –34– And, if such a method were found, could it be put into operation in Northville?

As part of these goals it was necessary to examine population trends, effect on maintenance cost, curriculum revision that would be necessary, and the effect on local custom and habits, such as vacations, winter recreation, work schedules and related areas.

CHART (QUADRI-MESTER) (35)

–35– After examination of a variety of plans, it was determined by the committee that tne most workable for Northville is the four-quarter or quadrimester plan, as it is called. This divides the school year into four quarters of approcimately 60 days each, rather than two semesters of approximately 90 days with schools closed during the summer months.

PROPOSED CALENDAR (36)

–36– Students would attend three of the four quarters and receive the same number of instructional days as they do under the two-semester plan. Student vacations would be evenly divided during each of the four quarters of the year. It has one big advantage, in that our facilities could house 1/3 more students than can be accommodated under the traditional structure.

CAPACITY CHART (PRESENT) (37)

–37– For example, rather than the 3,594 students that our present schools can handle today, we would be able to house 4,794 in the same facilities.

CAPACITY CHART (PROPOSED) (38)

–38– With the proposed additions to our schools, which are needed now regardless of whether or not the four quarter plan is adopted, our capacities would be increased to 4,574 under the present program or 6,096 under the year-round plan.

EARL (39)

Three separate groups were formed to examine specific aspects of the study. One group, assisted by school business manager Earl Busard –39– studied the finances connected with year-round school, the number of pupils that would have to be accommodated and the facilities and staff that would be affected.

CHART (ENROLL-MENT) (40)

–40– This study group determined what our student growth for the next four years is expected to be. It shows an increase from 3120 to 7313 by September of 1973.

A close look at our present facilities and the immediate need for additions, regardless of whether the year-round school plan goes into effect or not, led the committee to an examination of the eventual savings that could be realized under the year-round plan.

CONSTRUCTION (41)
CLASSROOM (42)
BUS (43)
CUSTODIAN (44)
COOK (45)

Two separate areas of expenditure were considered, –41– one dealing with the cost of constructing new classroom facilities and the other with operating costs - money –42– needed for salaries, instructional materials, –43– a transportation program, –44– maintenance of our buildings - provision for services –45– such as a hot lunch program.

CHART (COST COMPARISON) (46)

–46– These studies indicated that the anticipated construction necessary during the next five years, in addition to our current building needs, would be considerably more under our traditional two-semester plan, with an extended summer vacation, then they would under the year-round school plan. This chart shows the year-by-year amounts

that would have to be expended under both plans to accommodate our projected student enrollment increase. Note on the Chart that the green line represents higher construction cost needs under the traditional program.

$973,000 needed in 1969-70
$6,541,000 needed in 1970-71
$8,878,000 in 1971-72 and
$2,749,000 in 1972-73

while the red line represents correspondingly less money needs each year under the Quadrimester Plan.

CHART (TOTAL SAVINGS) (47)

-47- Total construction savings over this five year period could exceed $7½ million. Ultimately, with the full growth of our community and school district the savings could exceed $30 million.

While savings in construction could be substantial under the year-round plan, we might also realize some future savings in our operational expenditures due to increased efficiencies. -48- At least the money spent in conducting our educational programs and in keeping -49- our buildings in good reapir would remain basically the same per pupil as they are under our traditional two-semester plan. There would, however, be additional initial costs involved in converting our present buildings and staff to the year-round concept.

ED. PROGRAM (48)
CUSTODIAN (49)

CHART (SIX SCHOOL DISTRICTS) (50)

-50- While our study of various year-round school plans was in progress, the State Legislature, through the Department of Education, also recognized the value of studying a more efficient method of operating the schools. A state grant of $100,000 was made available to help finance local studies of extended school year. Six school districts qualified out of the 47 that applied. These six shared the grant, with Northville receiving the largest, $19,565.

A second sub-committee of our study group took on the specific task of studying the effects of year-round operation on our educational programs. This committee was assisted by the school curriculum coordinator, Miss Florence Panattoni. -51-

FLORENCE PANATTONI (51)

This group found, after analysing several programs, that adoption of a four-quarter plan offered more advantages and increased educational opportunities.

CLASSROOM SCENE (52)

-52- The school curriculum itself could be improved by making it more flexible, by offering a greater variety of courses, by having shorter, better-designed programs and by making more efficient use of students' time, teaching equipment and textbooks.

CLASSROOM SCENE (53)

-53- The mere fact that course offerings would have to be re-designed to fit 12-week units, that in most cases could not extend into previous or future quarters, would require considerable planning on the part of teachers, students and the curriculum department. Planning of this type would present a challenge which couldn't help but make our courses more interesting and more compact and would prevent our students from being locked-in courses for an entire school year.

Many educational opportunities would extend beyond the curriculum improvements, under the four-quarter plan. -54- A student might have the opportunity for additional help during his vacation quarter. Students -55- desiring to accelerate their education might possibly attend school all four quarters. Graduation could take place four times a year, -56- which would give students a much better opportunity of being accepted in a college of their choice. -57- Graduates not going on to college could also expect a wider selection of available employment. -58- Even

STUDENT & TEACHER (54)
STUDENTS ON CAMPUS (55)
OAKLAND U. (56)
INDUSTRY (57)

LOCAL BUSINESS (58)

vacation jobs, with local employers, would be easier to find with only 25% of the students on vacation at one time.

VACATION CHART (59)

The major detterent to the quadrimester plan seems to be tradition and habit. –59– Most families have gotten into the habit of taking vacations during the summer months of July and August. Under the year-round school plan, a fourth of our students would be on vacation during each of the four quarters. This might require some families to change their vacation –60– patterns from summer –61– at the cottage or beach to a –62– new recreational pursuit or a different –63– vacation area.

BOAT (60)
BEACH (61)
SKIING (62)
MIAMI (63)
RAY SPEAR (64)

–64– Superintendent of Schools, Raymond Spear, who is coordinating all aspects of the year-round study, but is specifically concerned with community involvement, sees vacation scheduling and the lack of winter recreation opportunity as the major disadvantages to the adoption of this plan in Northville. Not only would it require cooperative action by parents and students, –65– but even local business and –66– industry might have to make adjustments in their vacation scheduling and in their work schedules.

BUSINESS (65)
INDUSTRY (66)

REC. FACILITIES (67)
RECREATION (68)

–67– Certainly, year-round school would require adjustments in our recreational facilities, our social affairs and –68– our youth oriented organizations.

SCALE (69)

–69– "Placing our schools on a four-quarter plan could offer substantial advantages in saving money and in affording more educational opportunities for our children," according to school superintendent Spear. Weighed against these advantages could be the reluctance of residents of this community to change some of their habits and adjust their routines to accommodate this new and challenging design for education.

HIGH SCHOOL (70)

–70– Whether your children attend school for two semesters a year, with schools remaining closed for the summer months, or whether they attend on the quadrimester plan and keep the schools in continuous operation, –71– is a choice that only you can make.

AMERMAN (71)

A survey will be taken shortly to assess your opinion and desires.

KID (72)

–72– Whichever course is adopted by the Northville Schools you can be sure of one thing – our administrators, teachers, and staff will make every endeavor to see that Northville children are given the best education that our resources will allow.

NORTHVILLE BOARD OF EDUCATION

Richard T. Martin . . . . . President
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Florence Panattoni Curriculum Coordinator
Earl T. Busard . . . . . Business Manager
Robert C. Benson, Jr. . . . . Admin. Intern

A copy of the 72 Frame Filmstrip which accompanies this script may be obtained from the Michigan Department of Education, Lansing, Michigan or the Board of Education, Northville, Michigan.

Mailing and handling costs will be expected.

ADVISORY BALLOT

NORTHVILLE PUBLIC SCHOOLS

WAYNE, OAKLAND
AND WASHTENAW COUNTIES, MICHIGAN

ADVISORY BALLOT
FULL-YEAR SCHOOL PROGRAM

INSTRUCTIONS:

To vote in favor of the proposition, place a cross [x] in the square to the right of the word "YES"; to vote against the proposition, place a cross [x] in the square to the right of the word "NO".

Before leaving the booth, fold the ballot so that the face of the ballot is not exposed and so that the numbered corner is visible.

IF EDUCATIONAL AND ECONOMIC ADVANTAGES BECOME EVIDENT, WOULD YOU COOPERATE WITH THE BOARD OF EDUCATION IN IMPLEMENTING A FULL-YEAR (QUARTERLY SESSIONS) SCHOOL PROGRAM IN THE NORTHVILLE PUBLIC SCHOOLS?

YES ☐

NO ☐

184

140/181